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# ICEEPSY 2013

## 4<sup>th</sup> International Conference on Education & Educational Psychology 2013 (ICEEPSY)

# Abstract Book

eISSN: 1986-3020

ISSN number is registered by the ISSN Cyprus Centre (European Union)

[http://dx.doi.org/10.15405/iceepsy2013\(1986-3020\)](http://dx.doi.org/10.15405/iceepsy2013(1986-3020))



**The International Conference on Education and Educational Psychology (ICEEPSY) is "Approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development (CPD)"**

# ICEEPSY 2013

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# ICEEPSY 2013

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### Keynote Speaker

**Margaret Harris**, BSc, PhD, FBPsS, Professor

Head: Department of Psychology, Social Work and Public Health, Faculty of Health and Life Sciences

Oxford Brookes University, UK

Editor-in-Chief: British Journal of Developmental Psychology - Thomson Scientific Social Sciences Citation Index –SSCI listed

Associate Editor: Journal of Deaf Studies and Deaf Education and Mind & Language - Thomson Scientific Social Sciences Citation Index –SSCI listed

Keynote Title: *"Learning to Read: Challenges for Deaf Children and the Impact of New Technologies"*

Children have traditionally had considerable difficulty in learning to read and many left school without being functionally literate. Recent developments in the early identification of deafness, through newborn hearing screening, and improvements in aids to hearing, including cochlea implants, have held the promise of better literacy outcomes. In this talk I review evidence about their impact on deaf children's reading and spelling and I consider how outcomes can be optimised. I also consider what factors predict success in learning to read and spell for deaf children.

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## Conference Workshops

Catherine Kerr, MBPsS, MSc, MBACP (Snr. Accred), EMDR Europe Approved Consultant

Director of Independent Trauma Consultancy, UK

Liz Royle, MA, MBACP (Accred), EMDR Europe Approved Consultant, ICISF Approved Trainer, Director of Independent Trauma Consultancy, UK

*Response to Critical Incidents Within Educational Settings: Strategic Management and Interventions*

Anita Welch, PhD, & Larry Napoleon, PhD

School of Education, North Dakota State University, USA

*Readiness for Virtual Mediated Instruction: An Instrument to Assess the Professional Dispositions of Successful Educators in the Virtual Classroom*

Tapio Toivanen, PhD, Department of Teacher Education, University of Helsinki, Finland

*Education Is an Activating Interaction*

Alberto Crescentini & Luciana Castelli & Jenny Marcionetti, Scuola Universitaria Professionale della Svizzera Italiana, Dipartimento della Formazione e dell'Apprendimento, SUPSI/DFA Locarno, Switzerland

*Mixed methods in educational research experience and results from applied research*

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## ICEEPSY 2013 Abstracts

ID: 1282

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Design Learning & Arts Education**

A small-scale evaluation of the Design and Technology Framework in England

**Matt McLain** - Mr, Liverpool John Moores University, United Kingdom

Dawne Bell - Ms, Edge Hill University, United Kingdom

Mike Martin - Mr, Liverpool John Moores University, United Kingdom

Justine Smith - Ms, Edge Hill University, United Kingdom

Problem Statement: Since the beginning of Design and Technology (D&T) in the English secondary school curriculum, the teaching of design has been identified as less effective than that of making.

Research Questions: What are the experiences of pupils between the ages of 12 and 14 of design learning?

Purpose of Study: In 2004 as part of the National Strategies, the D&T framework was launched, aiming to support the teaching of design skills. This is a small-scale study, which begins to explore the experiences of pupils and teachers in four schools in the Northwest of England.

Research Methods: The study used a mixed methods approach, gathering quantitative and qualitative data in a questionnaire with a convenience sample of school pupils. The questionnaire responses are analysed alongside qualitative interviews with D&T teachers from the schools.

Findings: The findings indicate that many pupils had a clear understanding of the role of designing. However, some common assumptions of the nature of design activity centering on the act of sketching or drawing were evident. The majority of pupils were unable to accurately identify the names of many of the design activities introduced as part of the framework.

Conclusions: Whilst some progress has been made in the teaching of design, through the use of design activities introduced in the D&T Framework, the support experienced by teachers was limited and were not sustained beyond the initial training. There are implications for initial teacher educators in supporting beginning teachers and balancing the tensions trainees experience whilst on placements in school.

Key Words: Design, designing, pedagogy, teacher education

ID: 1497

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Basic Education – basic skills**

Promoting the language development of infants living under conditions of socio-economic deprivation

**Zahir Vally - Mr**, University of Reading, United Kingdom

Lynne Murray - Prof, University of Reading, United Kingdom

Mark Tomlinson - Prof, Stellenbosch University, South Africa

Peter Cooper - Prof, University of Reading, United Kingdom

Problem Statement: Dialogic book-sharing is recognised as a potent means for stimulating important early language skills in children. It is not known whether this is also the case in impoverished developing countries

Research Questions: Does training mothers in good book-sharing practices enhance infant (1) language, and (2) attention at age 14 to 16 months, and (3) the general quality of maternal interactive behaviours.

Purpose of Study: Children in the developing world who live under conditions of immense socio-economic adversity are at a substantial cognitive disadvantage. This study sought to determine whether a structured book-sharing program with mothers and infants in a deprived peri-urban South African community would prove efficacious to infant language and attention.

Research Methods: Two studies are reported. The first, a pilot study, tested the feasibility of conducting this sort of training program in this context (n=30; intervention group=17, control=13). The second, a randomized controlled trial, evaluated the impact on mothers and young children of training mothers in an 8-week-long book-sharing program (n=91; intervention group=50, control=41). Infants aged 14-16 months old were sampled.

Findings: Mothers engaged well with the program and benefited from it. Compared to the control group, those who received the intervention became more sensitive, more facilitating, and more elaborative with their infants, and there appeared to be benefits for infant language and attention. We also report preliminary data from the randomized trial for three infant variables; vocabulary, comprehension, and attention.

Conclusions: Training in dialogic book-sharing for families under conditions of socio-economic adversity has the potential to be of considerable benefit to both mothers and their infants. These sort of mother-infant reading interventions pose much potential for combating the documented loss of developmental potential and cognitive under-stimulation of infants in the developing world.

Key Words: dialogic, reading, book-sharing, infant, Africa

ID: 1193

Conference: ICEEPSY

Submission Type: **Workshop**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Guidance and Counselling Psychology**

Factors which impact on career indecision of adolescents in Southern Switzerland.

**Jenny Marcionetti** - Ms, CIRSE/DFA-SUPSI and UNIL, Switzerland

Problem Statement: In actual western societies, the first career choice for adolescents after lower secondary education is not easy to take.

Research Questions: What kind of relation does occur between Socio-demographic Characteristics, Personality, Self-esteem, Perceived Social Support, Career adapt-ability and Career indecision among adolescents?

Purpose of Study: The purpose of this study is to detect and describe occurring relations between Personal Characteristics, Personality, Self-esteem, Perceived Social Support, Career adapt-ability, and Career indecision, in order to highlight and understand which elements are mainly involved in adolescent's career choices.

Research Methods: A longitudinal study has been designed, including the use of mixed methods. In the first phase of the study questionnaires are administered to 8th degree students. The administration is replicated to the same subjects at the beginning and the end of their 9th degree. The second phase consists of 10 case studies on adolescents selected among the subject's group.

Findings: The first phase of the survey with Swiss students of the 8th degree is now taking place. First results will be available in time for the submission of the paper and the ICEEPSY conference.

Conclusions: Preliminary conclusions will be drawn after the first administration.

Key Words: Personality, Career Adapt-ability, Career indecision

ID: 1215

Conference: ICEEPSY

Submission Type: **Workshop**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Transitions after the technical professional degree in Southern Switzerland

Serena Ragazzi - Ms., University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

**Luciana Castelli** - Dr., University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

Alberto Crescentini - Dr. , University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

Problem Statement: In the area of Cantone Ticino (CH), lots of students obtain a degree in upper secondary technical-professional education (MPT) every year; for them, a number of different options exists.

Research Questions: Which paths do young students from Ticino undertake after technical professional degree which are the most relevant influencing factors and motivations in students' decision making process?

Purpose of Study: The purpose of the study is identifying and understanding itineraries, motivations and influencing factors of young Italian-speaking Suisse students with an MPT degree in the process of choice.

Research Methods: Preliminary interviews with clients and analysis of statistical data have been conducted. Subsequently, 83 face-to-face semi-structured interviews have been administered to students and adults. Students have been asked about their education, choices, advices and counselling; adults have been asked about their perspective on students' decision making process. Data have been treated according to the principle of triangulation (Denzin, 1970).

Findings: Interviews showed different motivations for those students who decide to continue studying in a tertiary education institution: while some are guided by specific projection on their own future, others make a choice under the pressure of automatism and inertia. A second issue involved in the decision making process, is whether to stay in the region of origin or to leave

Conclusions: Self-representation, representation of the experience and the weight of socio-cultural aspects, play a crucial role in the decision making process A relevant role is taken by informal networks and word of mouth, confirming the hypothesis that, beyond choice rationality, interpersonal relationships and informal ties define the direction of the choice.

Key Words: Vocational training, transition, qualitative methods

ID: 1204

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Assessment and Evaluation**

Evaluation of mathematical competences: elaboration of a standardized test in Ticino

**Alberto Crescentini** - PhD, SUPSI, Switzerland

Giovanna Zanolla - PhD, SUPSI, Switzerland

Problem Statement: In Ticino a standardized instrument to evaluate students competences in mathematics has never existed. The department that coordinates primary school decided that now is needed

Research Questions: How to produce a standardized test for mathematical competences; Which are the consequences deriving from the application of a standardized test and How to evaluate students' performances?

Purpose of Study: The primary aims of this project are to give a precise feedback to teachers, to help in monitoring the school system and to provide information about pupils' learning to the department.

Research Methods: 6 mathematics areas were selected. A team of experts and teachers created a pool of items. The items were tested on a sample and evaluated using IRT techniques. Best fitting items were identified and selected to be part of the definitive test. The test was administered to the population. Each teacher received a report with the results of her/his class

Findings: Results vary across the different (geographical, social and demographical) layers. Teachers' perception of items' difficulties are often different from students' real difficulties. To receive a precise and objective feedback seems to help teachers in evaluating their own practice

Conclusions: The process of test elaboration, which involved school stakeholders, made the test well perceived in schools. Test results were accepted and became instrument of reflection for teachers and institution that had decided to use them for teachers continuous learning. During the speech the main results of the test and the kind of feedback given to each teacher will be presented

Key Words: Test competences; item response theory, evaluation

ID: 1203

Conference: ICEEPSY

Submission Type: **Workshop**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Assessment and Evaluation**

Mixed methods for research in education. Studying an innovation

**Alberto Crescentini** - PhD, SUPSI, Svizzera

Problem Statement: In the Italian-speaking part of Switzerland a reform of ISCED 2 has been promoted. A study on this process of change has been conducted, using a multi-method multi-focus research design

Research Questions: Which factors were involved in the success of an innovation and which conditions were needed to make an innovation possible and stable?

Purpose of Study: The project aimed at studying the whole reform on the basis of a conceptual framework that has the scholastic innovation as main object.

Research Methods: Qualitative and quantitative methodologies have been integrated (Teddlie and Tashakkori, 2009), and different typologies of triangulation have been implemented: - triangulation of methods for collecting information; - triangulation of information sources; - temporal triangulation (Berger et al., 2010), since more recent data have been used to confirm results from previous research phases.

Findings: The reform has not been clearly understood by stakeholders, which perceive it as a set of organizational measures not particularly connected with each other. The data collected fit well with the theoretical framework used to map the reform process. The use of quali-quantitative methods give better understanding of complex process.

Conclusions: The perception of phenomena are different among people with different roles. To understand the development of processes that last several years is important to take in account the perception of every stakeholders. The use of different sources of information need to be planned till the beginning of the research because each kind of triangulation need to be prepared.

Key Words: Innovation, mixed methodologies, implementation, triangulation

ID: 1153

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Education and Technology**

How Learning a New Language Can Benefit Business Professionals

**Mehryar Nooriafshar** - Dr, Senior Lecturer, Australia (mehryar@usq.edu.au)

Problem Statement: There are both challenges and benefits in acquiring and utilising even some basic conversational skills in another language.

Research Questions: How and why one should acquire the necessary skills in learning some conversational skills in a new language?

Purpose of Study: To establish how a new language can provide new dimensions and outlook on life and allow one to tap into different parts of the brain. It can help an individual to understand others and oneself better; and expand the boundaries of their actual and virtual worlds.

Research Methods: Real cases are utilised to establish connections between language and culture. Innovative methods of learning a new language using the latest and emerging technologies such as those associated with speech recognitions are utilised in the methods.

Findings: Language and culture influence each other. Some basic knowledge of language and culture will place a Business Professional in an advantageous position. A number of multimedia language learning environments, which encourage creativity and right brain functions are identified and recommended.

Conclusions: Using even the very basics of a newly acquired language can establish a closer connection with the native speaker of that language. This initiative can send positive signals of acceptance, trust and interest to the native speakers. A Business professional can certainly benefit from establishment of such a positive relationship.

Key Words: Language, Business, Innovative



ID: 1283

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Second Language Teaching**

(Inter)National Bilingual Networking: Maximising the Educational Potential of the Australian NBN

Michael Singh - Professor, Centre for Educational Research, University of Western Sydney, Australia

R. E. (Bobby) Harreveld - Associate Professor, School of Education and the Arts, CQUniversity, Australia

**Patrick Danaher** - Professor, Faculty of Education, University of Southern Queensland, Australia

Problem Statement: The Australian National Broadband Network is being developed nationally, but debate continues about its likely take-up. Its potential impact must be maximised, including the enhancement of bi- and multi-lingualism.

Research Questions: How can the NBN promote (inter)national bilingual networking and how can that networking enhance second language teaching and learning in Australia?

Purpose of Study: The study seeks to develop a conceptual, policy and practice-based framework for using the NBN to expand (inter)national bilingual networking programs in three areas of Australia. The framework is derived from the authors' research projects and scholarly literature related to bi- and multi-lingualism and national policy about broadband provision.

Research Methods: The paper presents a comparative, exploratory case study, with the three sites of NBN take-up as contextualised cases. The study integrates multiple forms of data gathering, including policy and documentary interpretation, conceptual analysis, and empirical evidence from the authors' promotion of multi-cultural and multi-lingual networking among their doctoral students within and across their respective universities.

Findings: The framework distilled from the case study presented here presents an evidence-based and theoretically informed platform for the development of dynamic and sustainable bilingual networks with national and international dimensions. The authors acknowledge several potential challenges to the application of the framework that encapsulate broader economic, political, socio-cultural and technical elements of the Australian educational landscape.

Conclusions: The framework arising from the study is useful in articulating a scenario for future Australian schooling, teacher education and community networks related to bi- and multi-lingualism. This is significant for Australia's social cohesion and for valuing diverse cultural expressions and experiences. It is also a timely identification of the capabilities needed to harness and sustain widely dispersed broadband technology.

Key Words: Australia, bilingualism, broadband, education, NBN, networking

ID: 1263

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Adult and Continuing Education**

Capacity-Building for Western Expatriate Nurses and Australian Early Career Researchers

**Andrew Davies** - Mr, Sidra Medical & Research Centre, Qatar Foundation, Qatar  
 Patrick Danaher - Professor, Faculty of Education, University of Southern  
 Queensland, Australia

**Problem Statement:** Debate abounds about the character of adult and continuing education for professional workers in contemporary institutions. In particular, the link between capacity-building and professional learning requires ongoing scholarly attention.

**Research Questions:** What are the key elements of the two sites of continuing professional development and what do they mean for understanding capacity-building's contributions to that development?

**Purpose of Study:** The study's purpose is to distil lessons for conceptualising capacity-building from two locations of professional learning. This is based on the assumption that the provision of effective continuing professional development is neither easy nor uncontested. The onus is on providers to present evidence of effectiveness for their professional communities.

**Research Methods:** The paper presents a comparative, exploratory case study, with the two sites of professional development as contextualised cases. The study integrates multiple forms of data gathering, including documentary analysis, guided discussions with selected participants, and the authors' critical reflections on their own and their colleagues' experiences of professional learning and the impact of such experiences on their capacity-building outcomes.

**Findings:** One major finding of the case study presented here was the diversity, complexity and politicised character of the professional development opportunities and experiences provided for the Middle East expatriate western nurses and the Australian early career researchers. The second major finding was the dynamism and fluidity of the capacity-building approaches and outcomes demonstrated by both groups of professional learners.

**Conclusions:** The significance of the study's findings lies in identifying the challenges, opportunities, limitations and successes associated with capacity-building strategies and their influence on the outcomes of professional development for the two groups of professionals. More specifically, capacity-building emerges as a potential lynchpin for integrating formal and informal learning in professional workplaces, thereby rendering such learning more effective and sustainable.

**Key Words:** academics, capacity-building, learning, nurses, professionalism, researchers

ID: 1299

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **ICT**

E-portfolios for online graduate and professional assessment

**Debra Hoven** - Associate Professor, Athabasca University, Canada

Problem Statement: An increasingly wide gap has grown between contemporary approaches to teaching and learning at graduate and professional levels and the assessment techniques employed at this level.

Research Questions: To what extent can e-portfolios be used to promote experiential learning, critical reflection, transition from learning to practice, community cohesion and lifelong learning in distance and open education?

Purpose of Study: To examine the effectiveness of implementing e-portfolios in a graduate online program to promote experiential learning, critical reflection, transition from learning to practice, community cohesion and lifelong learning.

Research Methods: The mixed method on-going longitudinal study reports on the usage of and reactions to e-portfolios as the culminating assessment activity in a Masters in Education program from 2008-2013. Results of a survey of student reactions, perceptions and recommendations will be presented, supplemented by analyses of student documents and recorded student discussions as well as interviews with faculty members.

Findings: Through an on-going process of faculty and peer support, as well as experiential learning using resource-rich websites and student-initiated interaction, students formed a self-sustaining learning community, with peer support and mentoring, leading to the evolution of critical reflection and lifelong learning.

Conclusions: E-portfolios represent a rich resource in promoting the development of lifelong learning among students and graduates as well as providing insights into the development of critical practice among adult learners

Key Words: e-portfolios, online learning, lifelong learning

ID: 1594

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Higher Education**

Idealism confronts Realism: University academics coping with change

**Carolyn Broadbent** - Associate Professor, Australian Catholic University, Australia

Problem Statement: Pressure to improve competitiveness and increase economic efficiencies across higher education in Australia has impacted on academics' workplace roles, health, well-being and level of stress.

Research Questions: How and to what extent does significant organisational change impact on academics' personal and professional lives? What strategies do academics use to adapt and cope with change within the workplace?

Purpose of Study: This study examines the impact of change on academics at an Australian university, including strategies used to cope with the increasing diversity of workplace roles. The study explores the stress and coping relationship, the measurement of coping, and the selection and effectiveness of coping strategies.

Research Methods: This research study is located within an interpretivist theoretical framework that draws upon the traditions of symbolic interactionism to bring meaning to the data. The study reviews research literature related to organisational change and its impacts. It then utilises predominantly qualitative research methods, including in-depth interviews with sixty-nine academics, for the collection of data, analysis and discussion of results

Findings: Academics utilise a multiplicity of responses to cope with ongoing change in the workplace. While numerous coping strategies were used, the study highlights the importance of the nature of the relationship between those actions, personal goals, and the extent to which academics were willing to modify their personal goals and strategies in order to better cope with workplace demands.

Conclusions: Personal beliefs and values are important contributing factors in academics' level of acceptance and approach to coping with change. Due to the complexity of change, coping should be studied within the context in which it occurs and preferably over a significant period of time. Qualitative methodologies more ably capture the dynamic nature of the coping process.

Key Words: organisational change, coping, academics, higher education

ID: 1835

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Statistics anxiety and the Big Five personality factors

**Kia Hong Peter Chew** - Mr., James Cook University, Singapore

Denise B. Dillon - Dr., James Cook University, Singapore

Problem Statement: Despite well documented research on the dispositional antecedents of statistics anxiety, little is known about the personality traits of students who experience high statistics anxiety.

Research Questions: Is there a relationship between statistics anxiety and the Big Five personality factors?

Purpose of Study: The purpose of this study was to investigate the relationship between statistics anxiety and the Big Five personality factors using a multivariate approach.

Research Methods: The first author visited the statistics classes and administered the STARS (Cruise et al., 1985) and the IPIP (Goldberg et al., 2006). A canonical correlation analysis was conducted using the Big Five personality factors as predictors of the six factors of statistics anxiety to evaluate the multivariate shared relationship between the two variable sets.

Findings: Neuroticism was positively correlated whereas Openness to Experience and Agreeableness was negatively correlated with Worth of Statistics, Fear of Asking for Help, and Fear of Statistics Teachers. Extraversion was positively correlated with Interpretation Anxiety, Test and Class Anxiety, and Fear of Asking for Help. Conscientiousness was not correlated with statistics anxiety.

Conclusions: Practical implications include advising statistics instructors to adjust teaching in order to cater to students with different personalities. Limitations include the possibility of social desirability bias and generalizations of results.

Key Words: statistics anxiety; big five; cca

ID: 1349

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adolescent Growth and Development**

The impact of grouping gifted students on motivation

**Danuta Chessor** - Dr, University of Western Sydney, Australia

Problem Statement: Does homogeneous grouping of gifted students increase mastery goal orientation?

Research Questions: Will selective gifted class placement increase mastery goal orientation? will performance approach goal orientation remain unchanged in selective gifted class placement compared to nonselective gifted class placement

Purpose of Study: The purpose of this study was to consider the effects selective gifted class placement for pre-adolescent students would have on their mastery goal orientation

Research Methods: This is a quantitative research project using a series of repeated measures ANOVAs at Time 1 and Time 2 of gifted pre adolescent students into homogeneous grouping of gifted students.

Findings: Mastery goal orientation was not enhanced by homogeneous class placement for gifted pre-adolescents

Conclusions: The work habits of pre-adolescent students, labelled as gifted need to be considered within a developmental perspective. Means for enhancing mastery goal orientation need to be considered

Key Words: gifted pre adolescent students, grouping, mastery

ID: 1370

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Relationships between Teachers' Education and Reading Comprehension.

**Ann-Katrin Swärd** - PhD, Jönköping University, Sverige (Ann-

Problem Statement: Teachers' conceptions and approach to literacy work in upper elementary grades (aged 10-12) is of importance to investigate. Students reading comprehension and reading skills in Swedish schools has decreased.

Research Questions: What ideas about fictions and reading, guides teacher in their work with literacy? What conceptions do teachers have about how their pedagogical and didactical choices support students reading comprehension?

Purpose of Study: The specific aim of this study and analysis was to distinguish similarities and differences regarding teachers conceptions of what and how activities in relation to their choice of fictions, working with reading comprehension and their conception of why this activities are done.

Research Methods: A qualitative phenomenographic design is used and focus is between aspects of what, how and why.

Findings: The results indicate those teachers' discrepancies between conceptions about what choices they do about fictions, and how they work in relation to why and reading comprehension.

Conclusions: It is rare that teachers' conception about a strategic way of working with reading comprehension is described in activities. The most common conceptions both in relation to choice of fictions and activities supporting reading comprehension among teachers in this study are about what and how, not why.

Key Words: phenomenographic, literacy, reading research, reading comprehension

ID: 1065

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Using Structural Equation Modeling to Test a Theoretical Model of Language-based-Cognitive-Fitness

**Elizabeth Moxley-Paquette** - Principal & Director, Wasdell Academy for Innovative Learning, Member APA, Canada

Problem Statement: Problems with language development can result in stress for the individual and family, and challenge for the contemporary education system that assumes children have appropriate skills when entering school.

Research Questions: Is there statistical evidence through SEM modeling for a four-component-model of language-based-cognitive-fitness? Are there linear combinations of the independent variables that best discriminate cognitive ability using discriminant analysis?

Purpose of Study: The purpose of the study is to test a theoretical model of language readiness noted as language-based cognitive fitness, which includes measures associated with structural concepts of language involving receptive language, expressive language, spontaneous narrative speech, and writing fluency.

Research Methods: This study is a correlational design defining a model of language-based-cognitive-fitness examining the association of multiple continuous observed dependent and independent variables. Structural equation modeling and discriminant analysis are used. The target population includes students attending private schools between the ages six and 18 who represent the spectrum of challenged, average, and gifted achievement for their ages.

Findings: Analysis is expected to be complete by June. Data is provided from the private school, available, and is currently being scrubbed.

Conclusions: To be determined.

Key Words: cognitive Neuroscience Structural equation modeling taxonomy



ID: 0002

Conference: ICEEPSY

Submission Type: **ORAL**

Thematic Section: **Educational Psychology**

College Self-efficacy Subscales: Contrasting associations with background, linguistic, and other psychological variables

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Problem Statement: Although some consider college student self-efficacy a unified construct with recommendations for measurement using questionnaires with total scores with “high reliability and validity”, separate analyses of subdomains may be warranted.

Research Question: Are there different findings at the subscale level in models of college student self-efficacy (course and social) that consider sex, language fluency and use, academic year, stress preventive resources, and depressive symptomology?

Purpose of the Study: This paper considers a contextual psycho-social model of college-student well-being among undergraduates at an English-language university in an ethno-culturally/linguistically diverse city in British Columbia, Canada. It differentiates between patterns of association of key variates from the model with two identified subdomains of college student self-efficacy, i.e., course and social subdomains.

Research Method: Participants were undergraduates at a mid-sized university. Participants completed a battery of questionnaires. Data on focal variables [college self-efficacy (course and social), background variables (sex, immigrant/citizenship generation, instructional language fluency and use, academic year), personality variates, stress preventive resources variates, and depressive symptomology] were included in multivariate general linear model, hierarchical regression and correlational analyses.

Findings: Multivariate general linear model (GLM) analyses of the college self-efficacy subscales yielded omnibus effects (SSType I) for generation, language fluency and home use, academic year, select personality and stress preventive resources variates ( $ps < .05$ ). Although there were key commonalities, the pattern of statistical significance differed by criterion variable in the corresponding univariate GLM (SS Type I) and hierarchical regression analyses.

Conclusions: This examination of the College Self-Efficacy Inventory and its subscales highlights that although overall scores may be of use, comparative analyses of findings at the subscale level should be considered. Importantly, it is not sufficient to compare/contrast ‘statistical significance’ profiles, statistical comparisons of corresponding correlations (Steiger, 1980) elucidates differential findings and assists developing nomothetic networks and targeted interventions to improve student outcomes.

ID: 1506

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Design Learning & Arts Education**

Effects of a music composition intervention on elementary school children

**Michel Hogenes** - Mr., The Hague University, The Netherlands

Bert van Oers - Prof. Dr., VU University, The Netherlands

Rene Diekstra - Prof. Dr., The Hague University, The Netherlands

Marcin Sklad - Dr., The Hague University, The Netherlands

**Problem Statement:** For a long time, music educators have suggested that music education can have significant impact on intelligence and school achievement. The question is if these claims find scientific support.

**Research Questions:** What differences are found between the effects of a music education intervention based on music composition/production versus a teacher-centered approach, on students' engagement, intelligence, academic achievement, and music achievement?

**Purpose of Study:** The present study aims to contribute to the understanding of the effects of music education, in particular music composition as a classroom activity for fifth- and sixth-graders.

**Research Methods:** A randomized groups pretest-posttest-follow up design was used. Two music interventions were implemented in 18 weekly 45 minutes lessons. Pre-test, post-test, and follow-up data on singing, listening, intelligence, language, reading comprehension, and mathematics were collected. Data were collected and analyzed by means of standardized tests. At post-test, besides the variables mentioned above, engagement was measured by using a questionnaire.

**Findings:** Results indicated that after the six-month intervention period, students in the composition group showed more engagement in music education compared to students in the reproduction group. No significant difference between the experimental and control group was found on intelligence and academic achievement, with the exception of reading comprehension. Also a significant difference was found regarding listening (instrument/ ensemble discrimination).

**Conclusions:** The study demonstrates positive effects on students' engagement in both types of music education, but larger effects in the music production condition. However, this study does not support the hypothesis that music education contributes to (nonverbal) intelligence. No differences were found between students in the music production condition versus students in the reproduction condition on singing.

**Key Words:** Music composition; academic achievement; engagement

ID: 1383

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

What teacher students, novel teachers and teacher educator think about poverty?

**Viviana Gomez** - Doctor, Pontificia Universidad Catolica de Chile, Chile

Problem Statement: Teachers who work in poverty contexts do not feel prepared by their teacher education, but this work not only implies to have strategies or knowledge, but also appropriate beliefs.

Research Questions: There are differences between student teachers, novice teachers and teacher educators in their beliefs about education in contexts of poverty?

Purpose of Study: Identify beliefs about teaching and learning of children in poverty contexts, seeking gather information to bring to the debate the tendency to form general teachers for homogeneous environments, where poverty and beliefs about its impact and importance are ignored by the current teacher training programs.

Research Methods: A questionnaire was administered to 93 student teachers, 69 teachers and 28 teacher educators. The questionnaire contains open questions and Likert scales referring to: how it should be a good teacher in poverty contexts, how are schools in poverty contexts, how is learning and teaching mathematics and early literacy in contexts of poverty and epistemological beliefs about teaching knowledge.

Findings: There is a negative view about school and families in poverty contexts; the good teacher centered affective-motivational aspects in student teachers and novice teachers, but teachers and teacher educators focus more on professional knowledge. There are some differences regarding beliefs about teaching and learning in the poverty contexts but the negative view of the family context is shared.

Conclusions: Despite minor differences in favor of teacher educators, there are stereotypical beliefs of families and schools in all respondents, which could be stimulating low expectations about chances of success in poor children schools.

Teacher training should direct efforts to reflect on this issue for reach more appropriate beliefs about the challenges, opportunities and strategies for working in poverty situations.

Key Words: Teacher education, Beliefs, Poverty contexts.

ID: 1387

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Beliefs about teaching and learning of literacy in the context of poverty

**Maria Paz Gonzalez** - Master in Learning Difficulties, Universidad del Pacífico, Chile

Viviana Gomez - Doctor in Psychology, Pontificia Universidad Catolica de Chile, Chile

Problem Statement: 95% of poor areas children attend school regularly. After four years in school, 31% only up to the initial level in reading and math and this increase with time.

Research Questions: What beliefs held by those who are responsible for allowing children the access to literacy?

Purpose of Study: It aims to know the beliefs of both student teachers and teacher educators and teachers about teaching and learning of children in poverty situations in initial literacy in order to inform teacher education programs about the kind of beliefs that hold the most relevant actors for change in education.

Research Methods: With three focus groups (10 student teachers, 7 in-service teacher, and 5 teacher educators) and also a questionnaire with open questions and a Likert scale to 300 student teachers, 69 teachers and 28 teacher educators, we compared the beliefs of the three groups using qualitative and quantitative analysis, both open-ended responses and the degree of certainty given to statements.

Findings: There is a negative perception of teacher, family and school in poverty contexts. This is confirmed in the Likert scale which also shows beliefs about teaching and learning as segmented, literal and in the standard language, although there are certain beliefs more sophisticated, especially among student teachers. This would set a pessimistic stance expected achievements of these children.

Conclusions: Found beliefs about how to teach and learn literacy in general, contrast with the conservative beliefs that are declared against schools and children in poverty contexts. The beliefs of the student teachers, in-service teachers and teacher educators contend, seem incompatible with the challenge of improving achievement in the context of poverty, rather seem to explain and confirm.

Key Words: Teacher education, Literacy, Poverty beliefs.

ID: 1491

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

Students' passion for grades in HEIs in Pakistan.

**Muhammad Asif Khan** - Dr., Shaheed Zulfikar Ali Bhutto Institute of Science & Technology (SZABIST), Islamabad, Pakistan

Problem Statement: Students' are passionate about grades to be successful in academic and professional lives. Academicians and administrators are interested to determine the factors that drive this obsession.

Research Questions: What factors affect students passion for grades in HEIs in Pakistan

Purpose of Study: To investigate empirically the predictors of students' passion for university grades in institutions of higher education in Pakistan in a milieu of dwindling job opportunities under prevailing economic environment.

Research Methods: The study is based on primary data, collected through a structured questionnaire from 250 students studying in higher-education institutions. Factor analysis, correlation and regression analyses were used to determine the effects of pressure for employability, academic self-concept, parental interest, psychological pressure, academic recognition, and financial concerns on students' passion for academic grades.

Findings: The study revealed that pressure for employability; academic self-concept, academic recognition, and parental concern were the main predictors of students' passion for academic grades. Financial concerns and psychological pressure did not indicate a statistically significant effect on criterion variable. The study further showed statistically insignificant difference in perception of students with regard to grade obsession based on demographic factors.

Conclusions: The study provides useful insight to policy makers in higher education institutions to formulate appropriate academic interventions to foster students' endeavours to excel in academic pursuits.

Key Words: Academic grades, higher education, Pakistan.

ID: 1074

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Circadian Rhythm among the students

**Behnaz Farahani** - A Descriptive Study of the Circadian Rhythm among the students in Islamic Azad University (UAE), Islamic Azad University, UAE

Problem Statement: The aim of this study was to provide a general frame of chronobiology among the students IAU in UEA and providing data for scheduling special courses

Research Questions: Is there any relationship(S) between Selected Demographics Indices and Circadian Rhythm Pattern (morning- evening circadian rhythms) among the students of Islamic Azad University in Dubai, UAE?.

Purpose of Study: The researcher expected to that the results of this survey will be useful for the managers of the university for organizing the time of classes and to understand the factors which affect the students per Circadian rhythm(morning-evening circadian rhythms).

Research Methods: Descriptive cross sectional

Findings: There were a significant correlation between the demographic incidences like age , gender, marital status, parent's educational level and age to the students biological rhythm

Conclusions: There were a significant correlation between the demographic incidences like age , gender, marital status, parent's educational level and age to the students biological rhythm

Key Words: Biological rhythm, circadian rhythm, student,

ID: 1546

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **New approaches in Psychology**

Health Psychology and Quality of Life

**CHERADI Nadia** - Doctor in psychology, university of Blida Algeria, Algeria

CHIBANE Tassadit - High school Teacher of English, university of Bejaia Algeria, Algeria

Problem Statement: the quality of life is the subjective experience of the person's own life. We focus our work on the quality of life of patients with renal failure.

Research Questions: - How is the quality of life of hemodialysis patients characterized and what are the factors influencing this quality?

Purpose of Study: Identify the quality of life to find the appropriate support, informing patients about possible opportunities for a transplant, and renal therapy by dialysis suitable to their life. It can serve to assess the support, predict the evolution and participate in the evaluation of therapeutic or new technologies.

Research Methods: We've seen 15 hemodialysis patients and we have used a clinical interview, we've also used the general questionnaire SF-36.

Findings: - the quality of life is less good if the treatment is started in emergency situations. - The initial level of quality of life is a prognostic factor for the patients: the more the quality of life is impaired the higher is the risk of dying or being hospitalized.

Conclusions: In case of kidney disease, a kidney transplant is preferred as it provides a good quality of life. If any contraindication, we provide the patient with a positive environment, to prevent possible psychic and somatic disorganization.

Key Words: life quality, hemodialysis

ID: 1494

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

International variation in perceiving goals of a youth development programme (Lions Quest)

**Markus Talvio** - Doctoral Student, University of Helsinki, Finland

Kirsti Lonka - Professor, University of Helsinki, Finland

Problem Statement: Cultural sensitivity is one of the quality criteria when implementing the socio-emotional learning (SEL) programmes in new countries. Usually, however, the goals of the multinational programmes are predefined.

Research Questions: Do the original goals of the multinational Lions Quest programme (LQ) differ from the perceived goals of the national LQ executors and further, is there variation internationally?

Purpose of Study: The purpose of this study was to investigate the perceptions of the trainers' and country directors' goals of an international SEL program, that is, LQ, in different countries. This is a pre-study of a large research project that aims to evaluate and compare the outcomes of LQ internationally.

Research Methods: Data were collected at the LQ European seminar from 22 trainers and country directors representing 15 countries who had implemented LQ in their country. The answers were content analysed and categorized and then compared qualitatively with the original goals. In addition, Chi square tests were performed to analyze the possible relations between the background variables and the perceived goals.

Findings: In general, the perceived goals of the country trainers and country directors were similar to the original goals. However, drug, alcohol and tobacco prevention was not mentioned by any of the participants although it is one of the original goals of LQ. No statistical relations between background variables and perceived goals were found.

Conclusions: LQ succeeded quite well in maintaining the original goals in different countries. The reason might be the well-designed implementing process that considers both the circumstances and the goals. Since the perceptions of the LQ goals are similar in each participating country the outcomes can be compared with each other and measured by using the same measuring instruments everywhere.

Key Words: Lions Quest, socio-emotional learning (SEL), prevention



ID: 1475

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Effective Teaching Practices**

**MATHEMATICS TEACHERS DISCOURSE PRACTICES IN TEACHING LESSON  
CONTENT USING NON-NATIVE LANGUAGE**

**Ruzlan Md-Ali** - Dr., Universiti Utara Malaysia, Malaysia

Arsaythamby Veloo - Associate Professor Dr., Universiti Utara Malaysia, Malaysia

Fahainis Mohd. Yusof - Mdm, Universiti Utara Malaysia, Malaysia

Problem Statement: Issues from an ethnographical perspective to discern how language and mathematics interacts in a multilingual context which can support the construction of the instructional model for non-native speaker teachers.

Research Questions: What are the dominant mathematics teachers' practices in teaching mathematics content in secondary schools and how do the learners' perspectives of mathematics teachers' practices?

Purpose of Study: The objectives of the study are to: i. document teacher practices in teaching mathematics content in secondary schools; ii. ascertain teachers' reasons for adopting their practices and actions; iii. identify learners' perspectives of teachers' practices to ascertain effective practices that dominate.

Research Methods: The study had adopted a multiple case design with qualitative methods employed in the study are stimulated recall technique, interviews (to describe the instructional approaches adopted by the teachers as well as the effectiveness of teachers' instruction within classrooms from the learners' perspective on the teachers' instructions).

Findings: (i) Teachers in the schools used code switching when explaining as an approach to the acquisition of mathematics literacy in that it allowed each student to use each of his/her languages in a natural, meaningful way as the various classroom activities were being implemented.

Conclusions: (ii) The use of code switching in multilingual mathematics classrooms does not result in a deficiency in learning, but instead is a useful strategy in classroom interaction and efficient way of transferring knowledge to students; and is employed to meet the classroom communicative and linguistic need for appropriate words or lack of appropriate expression due to different cultural values.

Key Words: Communication; Discourse Analysis; Mathematics Classroom; Multilingualism

ID: 1481

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Guidance and Counselling Psychology**

Tracing VAT-2008 program participants' self-development: Effect of Social-Work Program undergraduates intervention strategies

**Fuziah Shaffie** - Associate Professor Dr., Universiti Utara Malaysia, Malaysia

Ruzlan Md-Ali - Dr., Universiti Utara Malaysia, Malaysia

Problem Statement: Research regarding violence amongst youth and teenagers had suggested the importance of designing and implementing effective intervention programs that takes into account the participants' specific needs of the teenagers.

Research Questions: What are the effect of the VAT-2008 program on the high-risk school teenagers from the aspects of their self-development sosio-economy, values, personality and change in attitude?

Purpose of Study: (i) To identify the effect of the VAT-2008 program on teenagers who were categorized as high-risk teenagers by their respective schools; (ii) To identify the VAT-2008 participants' self development from the sosio-economy, values and personality aspects; (iii) To determine the factors that constraint the VAT-2008 participants from changing their attitudes.

Research Methods: This study was framed within the descriptive qualitative research approach. It adopted the exploratory field work research design in which primary data was collected via the open-ended questionnaires and supplemented by performing face-to-face interviews, using interview schedule which was constructed by the researchers, with the participants and their parents and/or family members.

Findings: A significant percentage of the participants reported the VAT-2008 program had positively impact on their feelings of self-worth, level of confidence, and made them become a more independent and responsible individual.

Participants had also confided that they become more responsible to their families and had realized the importance of working their ways to towards attaining a better and comfortable life.

Conclusions: Each participant's case is unique. Despite reporting the positive impact of the program on them, nevertheless their experience participating in the VAT-2008 program had qualitatively different effect on their their self-development, sosio-economy, values, personality and attitude. The interventions strategies implemetned by the Social-Work undergraduates had indeed significantly touched their life journey.

Key Words: high-risk teenagers; social work; intervention; self-development.

ID: 1380

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Guidance and Counselling Psychology**

# CHAINING THERAPY APPLICATION FOR IMPROVING FINE MOTOR SKILLS IN DOWN SYNDROME CHILDREN

**Jehan Safitri** - Master of Clinical Psychology, First, Indonesia

Qomariyatus Sholihah - Doctor, Second, Indonesia (qoqom\_kuncoro@yahoo.co.nz)

Problem Statement: Chaining therapy is a therapy used to maximize the fine motor skills for children with Down syndrome, to train and maximize motor skills

Research Questions: How to determine the effectiveness of therapy to maximize Chaining fine motor skills for children with Down syndrome?

Purpose of Study: To determine the effectiveness of therapy to maximize Chaining fine motor skills for children with Down syndrome.

Research Methods: behavioristik approach to therapeutic applications Chaining in children with Down Syndrome to improve skills mototrik smooth. Subject number 2 guy. The method of assessment is conducted by interview, observation and psychological tests.

Findings: the Treatment break into smaller components to give the children one by one in a systematic, until the child masters a whole series of behaviors that target intervention. Down syndrome in order to receive information and training on new behaviors gradually. The increase seen in the behavior of the targeted intervention are more focused in terms of fine motor skills

Conclusions: the therapy could determine the effectiveness of therapy to maximize Chaining fine motor skills for children with Down syndrome

Key Words: Therapy Chaining, fine motoric, Down Syndrome

ID: 1381

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Assessment and Evaluation**

ETIOLOGY OF PEDOPHILIA SUFFERER

Jehan Safitri - Master of Clinical Psychology, First, Indonesia

**Rahmi Fauzia** - Master of Art of Clinical Psychology, Second, Indonesia

Problem Statement: Every human being has sexual urges, which sometimes distributed with abnormal manner, and so does the pedophilia sufferer. However, the attention is often focused on children as the victims

Research Questions: How the history of pedophilia disorder is formed. By knowing the cause that make somebody has pedophilia sexual orientation, it is hoped that it can maximize the given treatment

Purpose of Study: This research is done to know how the history of pedophilia disorder is formed. By knowing the cause that make somebody has pedophilia sexual orientation, it is hoped that it can maximize the given treatment to the sufferer.

Research Methods: this research is qualitative research with case study approach. The research subjects are 2 persons enduring rehabilitation stage related to sexual harassment on children. This research is done on Social Institution, Singaraja. Data collecting technique uses interview and psychological test. Data validation is done by using sources triangulation.

Findings: Result shows that parents has not functioned well as adult figure, if it is failed to identify parents figure as adult person. the existence of traumatic event in childhood with adult person, could forms bad perception about them. Those factors can trigger sexual divergence like on the pedophilia case.

Conclusions: However, it still exist many other factors out of the mentioned above, which can strengthen divergence stimulus of pedophilia sufferer and it is a dynamical process of how the history of this disorder formation.

Key Words: parent figure, sexual orientation, pedophilia

ID: 1391

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Guidance and Counselling Psychology**

REASSURANCE IN REDUCING DEPRESSION DUE TO paraplegy after BANTUL'S EARTHQUAKE

**Rahmi fauzia** - MA, first, indonesia

Problem Statement: after Bantul's earthquake, many people got harm. partially had paraplegy. those paraplegy showed depression symptoms, so that manifest in emotional, motivasional, cognitive and vegetative

Research Questions: how is reassurance supportive psychotherapy reducing depression due to paraplegic survivors of Bantul's earthquake?

Purpose of Study: This study was designed to investigate the influence of reassurance supportive psychotherapy in reducing depression due to paraplegic survivors of Bantul's earthquake.

Research Methods: Experimental design was within subject design with ABAB single subject experimental model. Preliminary research was intended to find participants with depression using Beck Depression Inventory (BDI). Finally, two paraplegic survivors of Bantul's earthquake became participants of this study. research was conducted for four weeks. Data collected from monitoring record was analyzed with visual inspection, treatment processes and reflection proces

Findings: Results showed that reassurance supportive psychotherapy can reduce the level of depression in paraplegic survivors of Bantul's earthquake with varied patterns between one target symptoms to anothers. The various patterns were also found between one subject to anothers. The qualitative análisis results showed reassurance supportive psychotherapy has altered participants's awareness to understanding themselves, then influenced their behaviours facing problems.

Conclusions: All of those participants in this study was women. Conflict with spouses happened frequently. Reassurance supportive psychotherapy helped them coped the problems and realized self potention that they have, therefore lead to decreasing symptoms targets in general. It is worthy to note that the study was not free from external factors, so environment can affect psychological participants changes.

Key Words: Reassurance depression, paraplegy, Bantul's earthquake

ID: 1289

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Educational Psychology**

Social interactions among preschoolers, their parents and teachers in the Basque Country

**Nuria Galende** - Dr., University of the Basque Country, Spain

Problem Statement: Given that, many times, there isn't a concordance between the activities students do at University and real problems/contexts, a scholar activity was proposed to solve this problem.

Research Questions: How are social interactions between preschoolers and their peers/parents/teachers, between parents and teachers, between different parents?

Purpose of Study: The purpose of the study was that students of teacher's training school reflect on the major social interactions that take place in educational contexts (family and school) of preschoolers, for which they designed, implemented and interpreted two questionnaires: one for parents and the other one for teachers.

Research Methods: After creating a list of the main social interactions that take place at school and home, students wrote a total of 5 questions for each of those pairs of interactions (child-parents, parents-teachers, etc). The questionnaires created, they were completed by a total of 66 teachers and 68 parents. The results were analyzed by students.

Findings: Although social desirability could be seen in some of the responses from both parents and teachers, results showed interesting data related to social interactions, specially the ones which demonstrated that parents' and teachers' ideas about education are not always similar.

Conclusions: The results highlight the importance of having some agreement (or, at least, that there isn't a clear dispute) between the educational guidelines that children receive at home and at school. Besides that, the work carried out by students allowed them to approach the study of social interactions in real educational contexts.

Key Words: Social interactions; preschoolers; parents; teachers.

ID: 1456

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Association among Self-Awareness, Feelings and Reading Skills in Elementary School Students

**Zeinab Mihandoost** - Association among Self-Awareness, Feelings and Reading Skills in Elementary School Students, Azad University of Ilam, Iran, Iran

Problem Statement: In this research, focused on examine the association among the self-awareness, feeling to read, reading skill, across sex and grade.

Research Questions: 1. Is there an association among self-awareness, feeling to read and reading skill? 2. Is there association among self-awareness, feeling to read and reading skill across sex and grade?

Purpose of Study: The aims of this research examined the association between self-awareness, feeling to read and reading skill across sex and grade in students at elementary school in Ilam, Iran.

Research Methods: Structural equation modeling employed to examine the association between self-awareness, feeling to read and reading skill across sex and grade.

Findings: The results illustrated that acceptable fit to the data on the basis of the comparative fit index.

Conclusions: In this research employed self-concept reading attitude, comprehension and fluency scales. The researcher used AMOS for analysis of data. Structural Equation Modeling and measurement model were supported. The result illustrated that goodness of fit in variables and domains variables.

Key Words: self-awareness, feelings, reading, success, grade, sex

ID: 1547

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **New approaches in Psychology**

Plea for a psychosomatic approach for patients suffering from renal insufficiency

**Sahraoui Antissar** - Doctor in psychology, university of Bejaia Algeria, Algeria

Problem Statement: The psychosomatic theory defines the mental-operation that characterizes the work of the mental unit of individuals. Our subject concerns patients affected by renal failure who will submit a kidney transplant.

Research Questions: What are the factors involved in the success of a kidney transplant? Is the contribution of the environment affects the evolution of kidney transplant?

Purpose of Study: show the psychological and social, mainly environmental, factors that influence the course and evolution of the graft, those subject to the transplant have a different mental functioning and this differs from one person to another, i.e. good, uncertain, and bad mentalizing, this latter is more exposed to somatization.

Research Methods: We have consulted 15 hemodialysis cases using a clinical interview and a personality test TAT: 1. A first test in hemodialysis phase to identify the quality of mental functioning, and quality of the contribution of the environment to predict the evolution of renal transplantation. 2. a year after having performed the transplant, we see whether the graft functions .

Findings: Mental functioning in hemodialysis patients varies from good mentalizing up to poor mentalizing, the patients who show poor mentalization are psychologically weaker and more prone to somatization, so performing a kidney transplant with these patients is not advisable. Moreover, some cases have a favorable contribution of the environment, but for others the contribution from the environment is unfavorable.

Conclusions: The advantage of this diagnostic assessment lies in the prognostic dimension it has with useful therapeutic measures for the concerned patient. The psychological examination makes it possible to specify in which dynamic evolutionary movement is engaged the subject when we meet him. It thus gives valuable indications to whether or not to provide a therapeutic surgical intervention.

Key Words: Hemodialysis, kidney transplantation, mental functioning, environment



ID: 1718

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Higher Education**

Unemployment among Malaysia Graduate: Graduates' Attributes, Lecturers' Competency and Quality of Education

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Safarin Bin Nordin - Mr, Faculty of Education, University Technology of Malaysia, Johor, Malaysia

Problem Statement: The increasing rate of unemployed graduates in Malaysia is one of the issues that triggers world's concerns lately.

Research Questions: What are the factors that lead to the unemployment problem among Malaysian graduates?

Purpose of Study: This research aims to investigate factors that lead to the unemployment problem among Malaysian graduates from three aspects, which are graduates' attributes, lecturers' competency and quality of education.

Research Methods: This qualitative research adopted an interview method, which was conducted to seven respondents who have the experience in teaching and working in the industry.

Findings: The majority of the respondents agreed that the graduates' attributes, lecturers' competency and the quality of education, which is referred to the curriculum of a study field, are among the factors that contribute to the unemployment problem among the Malaysian graduates nowadays.

Conclusions: Therefore, it is reasonable for the parties who are involved in the construction and the enhancement of the curriculum of the related to the field of study to conduct an in-depth study. This should be done in order to identify the problems that occur throughout the implementation of the study area.

Key Words: Graduates' Attributes, Lecturers' Competency, Education Quality

ID: 1335

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Study of the Potential of Playback Orchestra Computer Assisted Teaching Method

**Pirkko Juntunen** - Violin and orchestra teacher, University of Helsinki, Finland

Problem Statement: In this research a new computer assisted orchestra teaching method has been developed and evaluated. A student learns an orchestra part together with the playback of the full score.

Research Questions: Are there any, and if, which kind of differences in instrumental learning comparing Playback Orchestra-method and traditional method?

Purpose of Study: The purpose of the study is to develop new pedagogical solutions to music teaching and learning. Playback learning method is based on the pedagogical use of new music technology. Students learn orchestral playing with the assistance of the playback of a notation program.

Research Methods: In this quasi-experimental study playing skills of the students were evaluated from video before and after the learning period by two professional violin teachers. The test group learned orchestral parts by using playback method and the control group played and studied music from paper prints. The aim was to determine whether playback has the intended effect on learning music.

Findings: There were significant differences between the study groups. Playback Orchestra method was more effective in learning melodies with accompaniment and in developing improvisation skills. Tempo, rhythm, pulse and together playing in baroque music developed more in test group than in control group. The special style and fingering scores were learned better by the traditional paper print method.

Conclusions: the Playback Orchestra method seems to be useful in learning baroque music style, perhaps because of the mathematical construction and expression of the style. The special style score learned better from print, but in main melody with special notation the PO method was better. The range of scoring differed between the two estimators and the groups were small.

Key Words: Computer assisted learning, string instrument instruction

ID: 1601

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Higher Education**

The role of physical, social and mental space in chemistry students' learning

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Kaisu Mälkki - Ph.D / Post doctoral researcher, Department of Teacher Education, University of Helsinki, Finland

Kirsti Lonka - Professor of Educational Psychology, Department of Teacher Education, University of Helsinki, Finland

Problem Statement: 'Learning environment' usually refers to the social, psychological and pedagogical contexts in which learning occurs. However, physical learning environment and its relation to pedagogy and learning are often neglected.

Research Questions: What is the relationship between student perceptions of physical space, social space and mental space in chemistry students' reflections of learning?

Purpose of Study: This study originates from an initiative to redesign and renovate laboratory environments of Chemistry Department at University of Helsinki. As an embodiment of evidence-based design, we aimed at increasing understanding of learning by considering the two-way interaction between contemporary pedagogical knowledge and the practical challenges arising in given physical space

Research Methods: This study applied mixed methods. This part-study was qualitative. Qualitative data were collected among chemistry students by focus-group interviews (n=21), allowing us to understand how students perceive their learning environment. In addition, the qualitative data were triangulated with an extended sample of quantitative data collected both in laboratory environment and during mass lecture, and these results are reported elsewhere.

Findings: The students' experienced competence and sufficiency of guidance, through either social or physical modalities, appeared to be related to their sense of safety. It appeared that either too much or too little guidance was experienced harmful in different ways. For example, experienced deficiency of guidance may lead to vigilance and alertness, and therefore to reduced cognitive capacity in learning.

Conclusions: Learning chemistry involves aspects that bring students' basic sense of safety at stake. This should be addressed in pedagogical design. In fostering chemistry students' learning, one should look at learning as involving both pedagogical and social practices, and physical learning environments, consisting of e.g. technological devices, checklists, external tools and information implemented in the physical learning environment itself.

Key Words: Higher-education, physical-space, sense-of-safety, guidance, evidence-based-design

ID: 1190

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Education and Technology**

Technology Transfer Impact on Binus University Students in Astra Corporation  
Jakarta

**Frederikus Fios** - S.Fil., M.Th , Bina Nusantara University , Indonesia

Problem Statement: Technology transfer has been done from abroad into Indonesia.

It's occurred a significant impact to the attitudes of Binus University Students who work at Astra Corporation of Jakarta.

Research Questions: How is technology transfer at Astra Corporation? What's the technology transfer impact to the attitude of Binus University at Astra?

Purpose of Study: 1. Describe the process technology transfer from abroad to Astra corporation. 2. Identifying the main character or main attitude that must be having by employee who will work at Astra corporation and as a recommendation to education strategy at higher education

Research Methods: Qualitative research: interpretive-hermeneutic, interview to the respondent, review documentation and article journal. Using narration interview subjects, researcher find the main attitude of the employee in the field (Astra Corporation).

Findings: The researcher find the process technology transfer from Singapore and Japan to Astra Corporation in Indonesia includes software and automotive instruments and exchanging attitudes of the Binus University Students who work at Astra. The main character found: discipline, resilience, hard worker, team work or cooperation and self improvement by learning.

Conclusions: Technology transfer took place at Astra corporation from abroad to Indonesia and brought significant impact to the attitude of Binus students. Students in high education who will work at multinational corporation have to prepare themselves by education character in adapting with the corporation culture. High education has responsible to educate students through character education.

Key Words: Technology, transfer, attitude, Binus, Corporation

ID: 1525

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Development of mathematics that focuses on the critical thinking and group process

**Sudjai Srijamorn** - First Author, Faculty of education Khon Kaen university, Thailand

Thabthim suriyasupapong - Second Author, Faculty of education Khon Kaen university, Thailand

Problem Statement: Students lack the thought process , decision making, problem solving in mathematics and working as a group skills.

Research Questions: Should use any format in the promotion and development the thought process decision solving mathematical problems and working as a group skills?

Purpose of Study: 1) Develop a model that focuses on the teaching of mathematics and critical thinking, and group processes. 2) To compare the academic achievement of the experimental group before and after the experiment.3) To compare the critical thinking of the experimental group before and after the experiment.

Research Methods: Experimental research, research design was pretest-posttest control group.

Findings: Four stages as motivation and preparing students' readiness reflective thinking of students and evaluation Achievement of the experimental group before and after learning the differences were statistically significant at the .01 level

Critical thinking ability of the experimental group before and after learning the difference statistically significant at the .01 level

Conclusions: Mathematics learning model that focuses on the critical thinking and group process helped students' the thought process, decision making, problem solving in mathematics and skills to work as a group.

Key Words: critical thinking group process

ID: 1589

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Teachers' conceptions of, and their performance in an oral L2 language course

**Outi Hakola** - PhD Student, University of Helsinki, Finland

Problem Statement: Teaching oral language skills in foreign languages has been at a center stage in Finnish curricula since 1970's. The methods though vary greatly among teachers.

Research Questions: How do language teachers view teaching, studying and learning of oral language skills, and how do they teach oral skills?

Purpose of Study: The purpose of this study is to advance understanding of teacher conceptions of teaching oral L2 skills especially in English and Swedish in Finnish upper secondary education. I will also analyze the performance of four teachers teaching oral language skills; two English and two Swedish teachers.

Research Methods: I will use both quantitative and qualitative methods in analyzing the data which consist of an electronic questionnaire answered by 224 Finnish language teachers, four videotaped lessons (2 English and 2 Swedish) of oral L2 courses in the upper secondary education, and four semi-structured teacher interviews (English and Swedish).

Findings: Preliminary findings show that L2 teachers do stress the importance of oral skills over literary skills and that the used methods to teach oral skills are versatile. This can also be seen on the four lessons I videoed. Teachers are relatively consistent in their opinions both anonymously and when they are interviewed by a researcher.

Conclusions: The findings are in line with Finnish foreign language teacher education as well as with the curriculum. However, there are some distinctive features between the two teacher groups: teachers of English put more value on the cultural and authentic features of the language than teachers of Swedish. In the classroom Swedish teachers do more frontal teaching than their peers.

Key Words: L2 teaching, teacher conceptions, pedagogical thinking

ID: 1416

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Leadership and Collaborative Policy**

Model of E-Leadership, Intra-team Communication and Job Satisfaction Among School Leaders

**MOHD YUSRI IBRAHIM** - MODEL OF E-LEADERSHIP, INTRA-TEAM COMMUNICATION AND JOB SATISFACTION AMONG SCHOOL LEADERS, UNIVERSITY MALAYSIA OF TERENGGANU, MALAYSIA

**CHE HASNIZA CHE NOH** - MODEL OF E-LEADERSHIP, INTRA-TEAM COMMUNICATION AND JOB SATISFACTION AMONG SCHOOL LEADERS, UNIVERSITY MALAYSIA OF TERENGGANU, MALAYSIA

**AZIZ AMIN** - MODEL OF E-LEADERSHIP, INTRA-TEAM COMMUNICATION AND JOB SATISFACTION AMONG SCHOOL LEADERS, UNIVERSITI SULTAN ZAINAL ABIDIN, MALAYSIA

**SITI ZAINAB IBRAHIM** - MODEL OF E-LEADERSHIP, INTRA-TEAM COMMUNICATION AND JOB SATISFACTION AMONG SCHOOL LEADERS, UNIVERSITI SULTAN ZAINAL ABIDIN, MALAYSIA

Problem Statement: School leaders in Malaysia have limited time to lead and organize their sub-ordinate in school. It's applicable to them to use mobile technology to solve the problem?

Research Questions: Is't e-leadership base on mobile technology predict positively to intra-team communication and job satisfaction among school leaders?

Purpose of Study: The study was conducted to develop a computer model of e-leadership using mobile technology and it's effect to intra-team communication and job satisfaction among school leaders in Malaysia.

Research Methods: Study used cross-sectional online survey involved 879 school leaders in country. Cluster sampling method was applied to select the samples while Krejcie & Morgan (1970) technique was used to determine sample size. Data was collected by questionnaire and analysed using Structural Equation Modelling (SEM)with AMOS instrument.

Findings: Finding shown the e-leadership by mobile technolgy significantly contributed to intra-team communication, while intra-team communication positively predicted the job satisfaction. Result also shown that intra-team communication fully-mediated the relationship between e-leadership and job satisfaction among school leaders.

Conclusions: The study was succesfully developed a computer model of e-ledership by mobile technology, intra-team communication and job satisfaction. Final model with intra-team as mediator was better fit compare the model without the mediator.

Key Words: E-leadership, intra-team communication, job satisfaction

ID: 1756

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Basic Education – basic skills**

New writing system Comenia script in the Czech Republic

**Iva Košek Bartošová** - Assist. Prof. Dr., University of Hradec Králové, Faculty of Education, Rokitanského 62, 500 03 Hradec Králové, Czech Republic

Problem Statement: The research theme was to determine the orientation of the general public on the new school script issue, attitude towards new script, respondents' views on new script introduction in schools.

Research Questions: Can a script be a decisive factor for the selection of primary school? What is the attitude of the Czech public towards the changes of script in Czech schools?

Purpose of Study: The aim of the research survey was to determine if the Czech public is adequately informed about the differences between classic and Comenia script. Furthermore, to determine the general public's opinion regarding the change of script in Czech schools and finally to express the attitude to the script.

Research Methods: The research used a non-standardized questionnaire that was spread between respondents by social networks (facebook.com, twitter.com. ...), by email and traditional paper form. The questionnaire was statistically processed using MS Excel 2010. The data obtained are expressed using percentage expression graphs.

Findings: Attitudes to the script depends on respondents awareness and the area of their education. The respondents' children who attend classes where they learn with Comenia script are satisfied with their child's motivation. The respondents who don't deal with the given issue and are not sufficiently informed, express a neutral opinion or completely negative opinion, because they don't like change.

Conclusions: The results of the research of teachers as well as laymen showed that Comenia script is a suitable simpler option, especially for children with learning disabilities, children with more severe motor disorders as well as for the general population. The respondents mostly answered that a script is not the only decisive factor for the selection of a primary school.

Key Words: primary education, general public, Comenia script



ID: 1716

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Assessment and Evaluation**

ASSESSMENT OF INDIVIDUAL LEARNING STYLE PREFERENCES IN BLACBOARD ENVIRONMENT

**Dagmar El-Hmoudova** - Mgr., University of Hradec Kralove, Czech Republic

Problem Statement: Individual learning style (ILS), teaching environment, teaching method, blackboard (BB)

Research Questions: What are relevant teaching methods comparing the individual learning styles?

Purpose of Study: PhD study

Research Methods: quantitative and qualitative - descriptive statistics

Findings: relevant teaching methods and individual learning styles

Conclusions: Based on recently collected data from Felder's ILS, which was implemented into on-line Professional English language courses in Blacboard, the author identified that students vary in their preference for particular learning styles with a great variety of learning style preferences.

Key Words: Individual learning style, teaching environment

# ICEEPSY 2013

ID: 1228

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adolescent Growth and Development**

Delinquent and nondelinquent adolescents' conceptions of their intimate relationships with parents

**Kristi Kõiv** - Associate Professor, University of Tartu, Estonia (kristi.koiv@ut.ee)

Problem Statement: Research on adolescent-parent relationship have shifted from concerns of "how much" to interest in "how" the development of adolescents' relationships with parents contribute to development of different problems.

Research Questions: How delinquent and nondelinquent adolescents retrospectively portray their intimate relationships with parents at that point of time and at several points in the past taking self's and parents' perspective?

Purpose of Study: The aim of the study was to compare delinquent and nondelinquent adolescents' conceptions of changes from birth to the present in their relationships with both parents.

Research Methods: Using a retrospective method, delinquent (N=100) and nondelinquent (N=100) 16-17 year old male adolescents' used figural drawings and questionnaire ratings to portray their relationships with their mothers and fathers at four points between infancy and the present (age periods of 1-5, 6-10, 11-15, and "now) in two major ways - taking their own and parents perspective on the relationships.

Findings: Nondelinquent adolescents perceived themselves as gaining in responsibility, dominance, independence, and similarity from infancy to the present, but delinquents reported in their relationships a decline during childhood and adolescence. For variables indicating cohesion, power and love, there were different linear trends between two studygroups - nondelinquent adolescents perceived their parents more cohesive, powerful and loving from infancy to adolescence.

Conclusions: It was concluded that nondelinquent adolescents constructed the subjective close components of their relationships with parents to serve needs of separation while maintaining a close tie to the parents, but the move towards autonomy needs for delinquent adolescents seems not to be bounded by a strong sense of closeness and love during the development of their relationships with parents.

Key Words: Close relationships, delinquent and nondelinquent adolescents

ID: 1693

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Public artworks situated in the elementary schools in the Capital of Finland

**Oona Myllyntaus** - PhD student, University of Helsinki, Finland

Problem Statement: The study tries to clarify the criteria for choosing and situating of public artworks in the elementary schools by the City of Helsinki.

Research Questions: How is the interrelationship between the public artwork acquisition and the art pedagogy by the city? Are the art education perspectives apparent in the art acquisition process?

Purpose of Study: Clarifying the grounds for the acquisition and placing of public artworks in elementary schools aims to describe, explain and interpret the functions of public artworks in the school environment given in public policy as well as to examine the changing of these functions in different time periods.

Research Methods: Few employees of the Helsinki City Art Museum who have been in charge of the preparation or execution of the art acquisitions in Helsinki are interviewed and the meaning structures of the theme interviews are analyzed. The institutional art theory connected content analysis is used, when analyzing the related text material.

Findings: A democratic idea of the right of every person to experience art constitutes the main criteria of producing art for school environment; by placing visual artworks in public places the Helsinki City Art Museum brings visual arts to students' everyday lives. The state of economy of the city and the active municipal bodies and boards influence to the criteria.

Conclusions: The study argues that through public artworks thoughtfully embedded in the built school environment anyone can learn about visual arts, design, and aesthetic value. However, students' possible learning from and about visual arts and aesthetics in school setting does not strengthen in case there are schools with badly executed art acquisitions and schools with hardly no artworks.

Key Words: Public artworks, art education, art pedagogy

ID: 1348

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Effective Teaching Practices**

Multicultural literary education and its literarily-didactical aspects

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Jana Sladová - Mgr., Ph.D., Mgr. Kamil Kopecký, Ph.D., Czech Republic

Miloš Mlčoch - Mgr. Ph.D., Mgr. Kamil Kopecký, Ph.D., Czech Republic

**Kamil Kopecký** - Mgr. Ph.D., Mgr. Kamil Kopecký, Ph.D., Czech Republic

Problem Statement: Paper deals with problems of implementation of multicultural education to literarily-educational process. It concerns possibilities of interconnections of both educational areas and brings conceptual framework of multicultural literary education.

Research Questions: Which literary texts could be used as a tool of the multicultural education?

Purpose of Study: Presentation of didactical framework of multicultural literary education, definition of main methodical pillars of educational area, analysis of collection of reading book editions and based on this analysis creation of categorization system of literature tools of multicultural literary education that could be applied for the environment of secondary education.

Research Methods: For examination of multicultural education topics reflection we choose a qualitative method of document content analysis. Data material is encoded and on the basis of this encoding the categorization system of the multicultural literary texts is created. We also analyse expert resources and practical suggestions and we formulate basic methodical pillars of the multicultural literary education.

Findings: Research survey led to the determination of the basic methodical pillars (experience, communication and cooperation, constructivism and methods of critical thinking, activity and creativity). Output of the qualitative content analysis is represented by the system of five literature texts categories that can be used to fulfil the objectives of multicultural education.

Conclusions: On the basis of the analysis of expert resources and practical materials and by realization of research survey a new didactical support for multicultural literary education was created. All activities contribute to interception of present possibilities of this boundary educational discipline and they represent needed concretization of possible application of the multicultural topics to education at the elementary school.

Key Words: multicultural education, literary education, elementary school

ID: 1515

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

Preparation of future teachers for the profile training in 12-year school

**Ulzhamal Konakbeyeve** - Mrs., M.Auzeov South Kazakhstan State University, Kazakhstan

Zholdasbekova Saule Abdrazahovna - Prof.Dr., M.Auzeov South Kazakhstan State University, Kazakhstan

Mehmet Erdoğan - Doc.Dr., Akdeniz University, Turkey

Problem Statement: Profile education is a means of differentiation and individualization of learning, allowing taking into account changes in the structure, content and organization of the educational process.

Research Questions: Is teacher education program in Kazakhstan ready for the profile education?

Purpose of Study: The purpose of the present study is to present theoretical justification and practical check of structure and the content of preparation of future teachers to the organization of profile training in 12-year school in Kazakhstan

Research Methods: theoretical (analysis, synthesis, pedagogical modeling); diagnostic (questioning, testing, interviewing, conversation); observational (direct and indirect pedagogical supervision, introspection, self-image); experimental (ascertaining, forming and control experiments).

Findings: As a whole the forming stage of experienced and experimental work allowed to confirm expediency of the put-forward conditions of improvement of process of preparation of future teachers of technology to the organization of profile training in 12-year school, abilities of students promoting formation for performance of functions of subjects of professional pedagogical activity.

Conclusions: Since the profile training is a type of person - centered education based on the principles of differentiation, individualization, integration, biodiversity, development and performance of students in the learning process, the success of the school education is directly related to the level of professional and personal readiness of future teachers to work in the changed paradigm of education.

Key Words: Kazakhstan, profile education, future teachers

ID: 1452

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Music education supporting Estonian basic school students' collective identity – comparative analysis

**Kristi Kiilu** - Associate Professor, Estonian Academy of Music and Theatre, Estonia

Maia Muldma - Associate Professor, Tallinn University, Estonia

Problem Statement: Estonian multiculturalism concept requires public socio-cultural space. Different culture groups' successful communication results in collective identity. Music, with musical thinking as its action mechanism, supports school students' collective identity.

Research Questions: What are the opportunities provided by the effect of music education on the development of basic school students' collective identity?

Purpose of Study: This study aimed to find out about the effect of music education on the development of basic school students' collective identity. The focus was on the potential of music textbooks to support collective identity of the students of forms 8 to 9 of Estonian and Russian medium schools.

Research Methods: The research methods applied are content analysis and the image reading method.

Findings: The research results allow us to conclude that basic school music education textbooks contain a sufficient amount of varied and instructive information to create preconditions.

Conclusions: A basis for the education and development of students with a qualitatively new personality – with high level of ethnical and social consciousness, empathy, and a strong spirit of Estonian citizenship or collective identity.

Key Words: collective identity, music education

ID: 1205

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

Comparative Study of Estonian and Finnish Music Teachers Pedagogical Thinking

**Anu Sepp** - Doctoral student, University of Helsinki, Finland

Inkeri Ruokonen - Adjunct professor, University of Helsinki, Finland

Heikki Ruismäki - Professor, University of Helsinki, Finland

Problem Statement: The aim of this study is to research to what extent the decisions of music teachers are being influenced by the music syllabi on the national core curriculum

Research Questions: Which kind of pedagogical thinking levels are found in Estonian and Finnish music teachers decision making concerning implementation of the music syllabi?

Purpose of Study: The purpose of this study is to apply the Kansanen's model of teachers' pedagogical thinking into music teaching context and to compare Estonian and Finnish music teachers' pedagogical thinking levels.

Research Methods: Data was gathered by interviewing five Estonian and five Finnish comprehensive school music teachers combined with answers from open questions of the questionnaire. Data was analyzed by using directed content analyses where the existing theory is incomplete to music educational context.

Findings: The results revealed that music teachers' pedagogical thinking in both countries concentrated on the action level. Teachers are concerned with practical issues of music teaching. The ideas of Dalcroze, Kodaly, Orff and Suzuki were used in both countries, but Pääts approach was used only in Estonia. All the methods used represent the paraxial music education philosophy.

Conclusions: Teachers are informed about the different methodologies but the values and philosophical ideas are not reflected. The perception of music education syllabus as part of school curriculum is exemplified especially in Finland as well as objectives and content of the teaching learning process in both countries.

Awareness of cultural traditions and vision of music education in society is represented.

Key Words: Teacher's pedagogical thinking, music education

ID: 1403

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Institutional Effectiveness**

Opportunity of medical services in the Specialized Ambulatory of the psychiatric hospital

**Simona Trifu** - Dr. , Clinical Hospital of Psychiatry \\"Prof. Dr. Alexandru

Obregia\\" Bucharest, Romania

Sorin Stegarescu - Dr. , PRO RO, Bucharest

Problem Statement: Modern Psychotropic treatments come with side effects and adjacent somatic disorders raise suspicions on the most relevant antidepressant or anti-psychotic - somatic co-morbidity of psychiatric diagnosis represent an important issue

Research Questions: Do we need specialized non-psychiatric specialties in the hospital Ambulatory to guide the psychiatric therapeutic decision?

Purpose of Study: For doctors specialized in somatic, the existence of the "psi" symptoms induces hesitation in pointing to certain investigations. The patient exposes his symptoms in a different manner. There is a gap in what concerns the late detection of secondary somatic diagnoses in patients already diagnosed with a mental disorder

Research Methods: For statistical analysis, we are considering all the psychiatric admissions at the Hospital in 2012 (35.000), taking into account: Main diagnoses, Secondary diagnoses (in conjunction with the primary diagnosis and the treatment regimen), Laboratory investigations (normal blood work, thyroid hormones, CT, EEG, EKG), Interdisciplinary checkups / specialized treatments / therapeutic decisions, Psychological evaluation, increase in compliance.

Findings: 1. An increase in the quality of diagnosis. 2. Guidance in secondary and differential diagnoses. 3. Reduction of hospitalization. 4. Approach of the patient taking into account his pre-morbid structure. 5. Increase in compliance.

Conclusions: The connected approach between medical specialties raises the field of psychiatry at a superior level of diagnosis, preventing adverse effects, complications, patients coming in and out of the hospital.

Key Words: ambulatory, psychiatric symptoms, somatic, treatment



ID: 1389

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Institutional Effectiveness**

A comparative study on accountability of educational think tanks

**Robin Jung-Cheng Chen** - Assistant Professor, Department of Education, National Cheng-Chi University, Taiwan

Problem Statement: Following up the global trend of reforms, educational think tanks now play a profounder role than past decades when it comes to the policy making. And the accountability talks!

Research Questions: How do educational think tanks in the US,UK,Singapore and Taiwan operate and practice their accountability? How do different kinds think tanks react the need of policy making?

Purpose of Study: There are four main types of educational think tank: one of the federal programs (US), supported by a foundation (UK), affiliated with a university (Singapore), affiliated with MOE(Taiwan). This study intends to explore different types of educational think tanks mentioned above, focusing on the operating and the accountability.

Research Methods: 1.Documental analysis. 2.Delphi technique. 3.In-depth interview.

Findings: In terms of operating types, US model shows the highest policy influence, respectively, Singapore model, UK model, and Taiwan model. In terms of the institutional aotonomy, respectively, they are UK model, Singapore model, US model, and Taiwan model. The more government controls, the less accountability will be shown.

Conclusions: An educational think tank affiliated with the government doesn't necessarily make the institution raising the accountability and research reputation. Contrary, the more various of the governing body of the think tank, the more achievements the think tank will get.

Key Words: education policy, higher education, think tank

ID: 1390

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Guidance and Counselling Psychology**

Service learning, workplace probation, and the growth of the spirituality

**Shu-Fen Chiu** - Assistant Professor, Ching Kuo Institute of Management and Health, Taiwan

Problem Statement: It is broadly criticized that poly-tech graduates can't meet the expectation of the employers in terms of the professional skills. A good and proper strategy is urgently needed.

Research Questions: What will be the efficient way to stimulate students learning motivation and enhance the professional ability?

Purpose of Study: To explore the the effectiveness of combining service learning and workplace probation for poly-tech students. To improve poly-tech graduates' professional awareness. To investigate the effect of adopting spiritual education.

Research Methods: 1. Questionnaire survey. 2. Case study

Findings: Most of the students agree combining service learning and workplace probation is helpful for nurturing the profession skill. Service learning and workplace probation also help students to cultivate themselves toward mature and stable spirituality.

Conclusions: To enhance poly-tech students professional awareness and skill, service learning and workplce probation shall take more part while doing the curriculum design. Mature and stable spirituality will help students to get required professional ability.

Key Words: poly-tech education, spiritual education, learning strategy

ID: 1812

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Education and Technology**

The Use of ICT in Preschool Education in Greece and China

**Xia Liu** - PhD student, University of Ioannina, Greece

Toki Eugenia - lecturer, Technological Educational Institute (TEI) of Epirus, Greece

Jenny Pange - professor, University of Ioannina, Greece

Problem Statement: Compare the similarities and differences on ICT use in preschool education in Greece and China

Research Questions: There are three research questions discussed, including access to and use of ICT; ICT and pre-schoolers; ICT and preschool teachers.

Purpose of Study: This paper is to analyse and compare the similarities and differences on ICT use in preschool settings in Greece and China according to related literature from 2003 to 2013, finally promoting ICT's further development in preschools in these two countries.

Research Methods: The research method of this paper is comparative study. The comparison frame includes three parts: access to and use of ICT; ICT - preschoolers; ICT - preschool teachers. Based on 80 papers from 2003 to 2013 in English, Greek and Chinese, the results and conclusion are obtained.

Findings: The findings consist of three aspects: 1. access to and use of ICT, discussing ICT policies and projects, facility establishment, and teacher's ICT use; 2. ICT and preschoolers, focusing on the impacts of ICT use on preschoolers; 3. ICT and preschool teachers, analysing teachers' views and attitudes towards ICT use, teachers' ICT competence and training.

Conclusions: Several similarities and differences on ICT in preschool education in Greece and China are concluded. It is found that both Greece and China have made great progress in research and practice of ICT use in preschool education, meanwhile more work need to be done for further development.

Key Words: ICT; preschool education; comparative study

ID: 1699

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Personal characteristics of primary school teachers.

**Jana Pribylova** - M.Sc., University of Hradec Králové, Czech Republic

Problem Statement: Key competences of teachers, especially teachers at primary schools, including basic knowledge of content of education and teaching skills. But equally important are personal characteristics of teachers.

Research Questions: What are the most common and most personal characteristics of teachers at primary school in the Czech republic?

Purpose of Study: To map the most common and the most outstanding personality characteristics of teachers in primary schools in the Czech Republic.

Research Methods: Lüscher color test - test color choices. Choosing the order of significance specially designed colors (gray, purple, brown, blue, green, red and yellow) and choosing the order of significance shapes to obtain accurate and detailed analysis of the overall psycho-somatic condition of personality (will, level of activity, capacities, ability to experience benefits, the tendency to conflict etc.).

Findings: currently ongoing data collection and analysis

Conclusions: Based on the results of our research and obtain data on the most common and most distinctive characteristics of teachers of primary schools in the Czech Republic, we would also like to focus on the personal formation and social study at faculties of education.

Key Words: personality of teacher, primary education

ID: 1806

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

About rules, punishments and rewards in education

**Emil Stan** - University professor Phd., Petroleum-Gas University, Bucharest Blvd., no. 39, Ploiești, 100520 Romania, Romania

Problem Statement: If education means taming, says Antoine de Saint-Exupéry in The Little Prince, i.e. humanization, newcomers (Gert Biesta) in humanity, then the rules are a sign that humanity.

Research Questions: In this context, an important question is the following: are rules enforced by themselves or do they need an authority to be enforced?

Purpose of Study: 120 teachers from the secondary schools teaching different subjects and coming half from urban areas and half from rural areas having a minimum of six years teaching experience were asked about which are the rules they are using in their classrooms, ....

Research Methods: The bibliographic study methods; the observation method; the enquiry method (questionnaire, discussion, enquiry, etc.); the pedagogical experiment method; the statistical-mathematical method; the graphical method.

Findings: The answers were grouped into three categories, and teachers were divided at random into three groups, each group analyzing the responses to one of the three categories.

Conclusions: Finally, after group discussions, the author obtained three lists, one with rules, one with punishments considered to be the most effective and the third containing the most used rewards.

Key Words: Rules, classroom, punishments, teaching, rewards

ID: 1568

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Investigating the gender-based color preference in children

**Mahsan Mohebbi** - Investigating the gender-based color preference in children, Islamic Azad University South Tehran Branch, Iran

Problem Statement: The previous studies on the children's preference to different colors result in quite different results, often don't discuss the reasoning behind it, and thus reveals the importance of this study

Research Questions: Is there a clear relationship between children's tendencies towards certain colors and their gender and age?

Purpose of Study: This study aims at identification of gender-based color differences among 7-9 years old children at single-gender schools in an Islamic country. This will help to better understand the effects of certain educational environments on children's tendencies towards specific colors.

Research Methods: In this study multi-stage cluster sampling was applied to select a total of 100 students (50 boys and 50 girls) among 7-9 years old children chosen from one all-boy and one all-girl elementary schools. The color preference in children was evaluated based on Lüscher color test and the results were analyzed according to Uman-Vitni and Kruskal-Wallis nonparametric tests.

Findings: It is found that a significant difference exists between boys and girls tendencies towards four colors including blue, green, pink and black. In addition, it is observed that with age, children preference in yellow color will vary considerably with their age

Conclusions: It is concluded that among the eight different colors tested in this study, only the change in kid's preference in yellow color with their age is noticeable. Moreover, it is concluded that gender-based color difference is meaningful for the blue, green, pink, and black colors.

Key Words: Color preference, gender, age, kids

ID: 1435

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Educational Psychology**

Affective Determinants of Additional Mathematics Achievement In Malaysian Technical Secondary Schools

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Ruzlan Md. Ali - Dr., Universiti utara Malaysia, Malaysia

Hariharan N. Krishnasamy - Dr., Universiti utara Malaysia, Malaysia

Problem Statement: The learning of mathematics is an issue that is often raised in our society. Various factors can influence its mastery and performance among the students.

Research Questions: Which is the affective determinant that best predicts Additional Mathematics achievement.

Purpose of Study: The purpose of this study was to identify the affective determinants (attitude, anxiety & habits) of Additional Mathematics achievement in technical secondary schools

Research Methods: Survey using Additional Mathematics Test and Affective Questionnaire

Findings: The findings of the study showed that attitude and habit have a positive relationship whereas anxiety in learning Additional Mathematics has a negative relationship with Additional Mathematics achievement. Additionally, the findings showed that attitude was the best predictor of Additional Mathematics achievement

Conclusions: This study suggests that teachers, counselors and principals could assess students' affective attributes in identifying students' cognitive ability in learning Additional Mathematics.

Key Words: Attitude, Anxiety, Habit, Mathematics Achievement

ID: 1769

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Education and Technology**

PERCEPTION OF TEACHERS TOWARDS MEDIA USAGE IN TEACHING  
MATHEMATICS IN SECONDARY SCHOOLS

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**Arsaythamby Veloo** - Assoc. Prof., Universiti Utara Malaysia, Malaysia

Ng Sok Hooi - Ms, Arau Secondary School, Malaysia

Problem Statement: The Educational Technology Section states that the use of technology involves teachers at all levels. However, many teachers are not committed to the use technology.

Research Questions: Is there a relationship between teachers' perceptions and the usage of media in teaching mathematics? Is there a difference in teachers' perceptions based on gender?

Purpose of Study: This study identifies the relationship between the variables of teacher's perception towards the usage of media materials in teaching mathematics in Perlis secondary schools.

Research Methods: Respondent for this study were 181 secondary school teachers from the state of Perlis. This study uses a questionnaire adapted from Ngoh (2003) consists of 36 items.

Findings: There is a negative relationship between the skill and problems faced and effectiveness of the usage of media materials and problems faced. The male teachers' perception towards the use of media is higher than those of the female teachers.

Conclusions: It is clear that the usage of media materials is important in the teaching of mathematics. Nevertheless, a good planning need to be carried out prior before using the media materials and these materials must also be used appropriately and relevant to the subject matter.

Key Words: teachers, gender, media, technology, perceptions



ID: 1397

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Education and Technology**

PRELOGICAL Test: "An alternative tool for early detection of learning difficulties"

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Paula Dinardi - Bachelor in Psychology, Universidad de Palermo, Argentina

Gabriela Esperón - Professor in Mathematics, Universidad de Palermo, Argentina

Alberto Abaigar - Bachelor in Psychology, Universidad de Palermo, Argentina

Daniela López De Luise - Ph Doctor in Computing Science, Universidad de Palermo, Argentina

Problem Statement: Difficulties during the preschool ages commonly lead to children who cannot solve problems, organize information and create meaning. It is necessary to predict factors that may affect their future learning

Research Questions: Is there any test to measure levels of cognitive difficulties and a skills ¿Could future learning problems be prevented by studying the performance of children in preschool?

Purpose of Study: The aim is to develop an evaluation tool, to be applied in groups and that can easily evaluate results, to detect future learning problems in children of 3-6 years old. Computational intelligence techniques could contribute greatly to analyze results and to detect patterns that otherwise would not be apparent

Research Methods: They were implemented 2 forms: an Indirect Variables Form (PIF) which capture children's personal data and a Direct Variables Form (DVF) that assesses the graphic productions of each student. The forms were applied in a sample of 165 children from 3 to 6 years. The data were processed employing clustering algorithms.

Findings: The clustering algorithm grouped the data into two distinct clusters. The first contains those cases correctly performed most activities. The second contains the cases of children who had difficulties in solving almost all the activities. The age was not a relevant variable in this simple.

Conclusions: Although the presented tool is still in testing phase, it showed to be appropriate to detect learning difficulties. Some variables considered resulted relevant predictors of children's performance. Cluster algorithms allow to isolate groups of children whose performance is lower than the expected one. However it's necessary to increase the size and diversity of the sample to confirm these tendencies

Key Words: Learning difficulties Prelogical test Early detection

ID: 1659

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Institutional Effectiveness**

The Relationship between the leadership style and School Effectiveness in Thailand.

**Duangjai Boonla** - Miss, Faculty of education, Khon Kaen University, Khon Kaen, Thailand

Saowanee Treputtharat - Dr, Faculty of education, Khon Kaen University, Khon Kaen, Thailand

Problem Statement: The schools leadership is a key factor of school effectiveness.

Research Questions: What are the relationship between the leadership style performance and School Effectiveness.

Purpose of Study: The level of the leadership styles of schools administrators and the schools effectiveness.

Research Methods: Survey

Findings: Leadership style was ranked at the highest level and the reward and punishment style was ranked at the lowest level.

Conclusions: The relationship between leadership styles and schools effectiveness, it was found that there was a strong correlation in every pair of variables.

Key Words: Leadership styles, schools effectiveness

ICEEPSY 2013

ID: 1509

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **New approaches in Psychology**

Attitude and Identity Categorizations: A Corpus-based Study of Gender Representation

**Kesumawati A. Bakar** - Dr., Universiti Kebangsaan Malaysia, Malaysia

Problem Statement: This study examines the features and interaction of identity categorizations with attitudinal resources in personal ads.

Research Questions: What are the linguistic resources used in the personal ads to represent self?

Purpose of Study: This paper focuses on methodological issues that aimed to explore the ways in which themes relating to gender are represented in a corpus of online personals collected from my.match.com.

Research Methods: This concern is explored from a social semiotic perspective and aims to present a systematic and replicable linguistic analytical framework for analyzing identity construction in a corpus of texts, both quantitative and qualitatively, based on the combination of systemic functional linguistics frameworks, social actor categorization (van Leeuwen 2008) and corpus linguistic tools.

Findings: Features of identity categorization and attitudinal expressions were identified and qualitatively analyzed in relation to femininity and masculinity. The systematic contrasts between identity categorizations and attitude types construe distinguishing semantic themes, which define one type of gender identity in opposition to another.

Conclusions: this study is a contribution to scholars working in the area of gender, discourse analysis and social semiotics as it demonstrates the interaction of identity categorizations and attitudinal expressions through a corpus-based analysis of personal ad texts.

Key Words: Gender, ATTITUDE, Social Actor Categorization

ID: 1351

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Identifying problems in writing thesis introductions in research methodology class

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Tengku Nor Rizan Tengku Maasum - Assoc Professor, National University of Malaysia, Malaysia

Mohd Salehhdin Abdul Aziz - Assoc Professor, National University of Malaysia, Malaysia

Problem Statement: Academics attempting to write theses must know “how to write well to deliver the research findings effectively”. It is crucial that when writing for academic purposes, certain conventions are used.

Research Questions: What are the problems faced by students in writing introductions? How to incorporate genre approach in the research methodology course?

Purpose of Study: 1. Identify the problems faced by students in writing introductions in research proposal. 2. Incorporate the genre-based approach in writing introduction in research proposal.

Research Methods: The action research methodology is based on Rory O'Brien's Action Research Model which follows a 5-step cycle. They are: 1. Diagnosing (Identifying or defining a problem) 2. Action Planning (Considering alternative course of action) 3. Taking Action (Selecting a course of action) 4. Evaluating (Studying the consequence of an action) 5. Specifying learning (Identifying general findings)

Findings: Majority of the students did not write the posposal intoductions well. The introductions written did not capture the important issues related to the proposed study. The findings show that the students are not familiar with the genre-based approach.

Conclusions: As a conclusion ESL students were found to be having difficulties in writing academic paper genrally and writing the introduction section specifically. They need to be exposed to the genre-based approach in assisting them to be better academic writers at tertiary level. This is pertinent as they need to write assignments, projects and thesis in most of the courses.

Key Words: Genre-based approach, academic writing, thesis writing

ID: 1597

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Learning Theories**

Parallel corpus in teaching translation: Translating English phrasal verbs into Malay

**Norsimah Mat awal** - Assoc. Prof., Universiti Kebangsaan Malaysia, Malaysia

Problem Statement: Translating English phrasal verbs into Malay is a challenge as English phrasal verbs are made up of verb & preposition whereas Malay its equivalent is a single verb

Research Questions: How do students translate English phrasal verbs to Malay?

Purpose of Study: to identify translation strategies employed by students & to introduce corpus as a possible tool in translation exercise.

Research Methods: i. give students translation exercise on phrasal verbs ii. introduce students to use corpus as reference in translation exercise

Findings: students produce better translation as they are exposed to wide range of language usage in the corpus

Conclusions: Students are very positive towards the use of corpus as a tool in translation exercise as they are exposed to a wide range of language use that is beneficial in translating.

Key Words: phrasal verbs, translation strategies & corpus

ICEEPSY 2013

ID: 1310

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Axiological Tensions and Options in the Romanian Academic Environment.

Intergenerational Comparative Study

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Venera-Mihaela Cojocariu - PhD, associate professor, "Vasile Alecsandri" University of Bacău, Department of Teacher Training, Mărășești Street nr. 157, Bacău, 600115, Romania

**Problem Statement:** Currently in its third stage, the study analyses comparatively the values held by young teachers and, on the other hand, their more experienced colleagues, from 2 Romanian universities.

**Research Questions:** Analysis of the value sets characteristic of young and experienced academics. Comparative analysis of the highlighted axiological sets may generate conclusions for the didactic career training process.

**Purpose of Study:** This study aims comparing the value systems of the two generations of professors investigated, in order to identify the shared nucleus of values guiding their present activity. These would be incorporated into the initial and continuous teacher training curriculum with a view to increasing its appropriateness and updating it.

**Research Methods:** The qualitative research involved the application of an open-ended items questionnaire. For the items that required a hierarchization of the options, the score of each value was established as follows: 3 points for the value situated on the first position, 2 points for the value from the second position, 1 point for the value situated on the third position.

**Findings:** We shall attempt to systematize: the categories of values held by the investigated professors; their weight and the relations among them; values shared by the two distinct axiological sets; distinct values within these; axiological tensions existing between the value options of the categories of investigated professors.

**Conclusions:** We shall attempt to highlight: whether the professors' axiological options are convergent/not and the possible impact generated by the identified state upon the academic environment; values shared by the professors in terms of strengthening their position in the teacher training curriculum; values which are less appreciated or missing from their axiological set, in order to find supplementary measures.

**Key Words:** values, attitudes, motivation, university professors, students

ID: 1424

Conference: ICEEPSY

Submission Type: **ORAL online**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **New approaches in Psychology**

Innovative Approaches to Using Consciousness Increasing Techniques to Improve Student Performance

**Jules Troyer** - Assistant Professor, Valdosta State University, United States

Problem Statement: Establish concrete techniques to improve student attention, comprehension, and application of learned material.

Research Questions: What consciousness increasing techniques can be helpful in assisting students in improving meaningful organization, comprehension, and retention of academic material?

Purpose of Study: Establish empirical evidence to reveal the effectiveness of consciousness raising techniques to improve student performance in a variety of academically relevant domains.

Research Methods: Participants were recruited from the undergraduate and graduate level education and psychology classes at Valdosta State University. Participants complete a brief demographics questionnaire, the Troyer Level of Consciousness Inventory (TLOCI), and problem solving questions. For confidentiality purposes, the participants' names were not collected with any of the data. Questions pertaining to problem solving consisted of anagrams, analogies, and transformations.

Findings: Results indicate individuals who practiced the consciousness raising activities were better at solving some types of problems, reported more self-efficacy regarding problem solving abilities, and were more open to learning new ideas. Significant statistical group differences were revealed through conducting a series of ANOVA's.

Conclusions: Consciousness raising activities can greatly assist students in improving their confidence about difficult subjects, increase their openness to learning new things, and make them better at solving specific types of verbal and mathematical problems.

Key Words: Consciousness, learning, problem solving, teaching techniques

ID: 1194

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Educational Psychology**

Resilient Black South African Youth: Lessons for School Psychologists

**Linda Theron** - Prof, Optentia Resarch Focus Area, North-West Universityt , South Africa

**Adam Theron** - Prof, Optentia Resarch Focus Area, North-West Universityt , South Africa

Problem Statement: Resilience is a culturally and temporally dynamic phenomenon. How socio-cultural situatedness shapes resilience processes, particularly among non-Eurocentric youth, is relatively under-researched, with attendant implications for school psychology (SP) practice.

Research Questions: How does the socio-cultural ecology of Black South African youth shape their resilience processes and how might such knowledge shape SP interventions with youth of African descent?

Purpose of Study: The Pathways to Resilience study investigated the formal service and informal pathways underpinning youth resilience in high-risk contexts in Canada, China, Colombia, New Zealand and South Africa. A secondary aim in the South African study was to extrapolate implications for school psychology practices from youths' accounts of their resilience.

Research Methods: We followed a participatory, phenomenological design. Two rural communities nominated 150 resilient adolescents, using community-generated and -approved indicators of resilience. Of these, 130 (53% girls) agreed to participate in focus groups and draw-and-write activities. Using thematic content analysis, three researchers analyzed the data independently and iteratively, and then consensually. Thereafter local community representatives reviewed and endorsed the themes.

Findings: Youth reported four resilience-supporting pathways: attachments to mothers/grandmothers, educational aspirations, cultural pride, and spirituality (including reverence for ancestors). These pathways were intertwined and supported equally by girls and boys. Although inclusive of universally reported resilience processes (like, attachment, agency, mastery), each pathway reflected traditional Africentric practices and values (like, family communities; ancestral reverence, contribution to the communal).

Conclusions: Socio-cultural situatedness shapes resilience processes. Lessons for SPs working with youth of African descent include: (i) appreciation of how Africentric world-views promote/sometimes hinder resilience processes; (ii) recognition of the need to partner with grandmothers/mothers towards youth resilience; (iii) commitment to educating school staff to champion resilience in culturally relevant ways; and (iv) respect for the fluidity of culture.

Key Words: Resilience, African, Africentric, adolescents, culture



ID: 1185

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Education and Technology**

The solution of the “cold start problem” in e-Learning.

**Dmitry Abbakumov** - M.Sc., National Research University Higher School of Economics, Russia

Problem Statement: The “cold start problem” is like disabling of the learning environments for detecting the optimal starting level of content difficulty (due to lack of information about learners).

Research Questions: Which model of detecting the starting level of content difficulty will be universal in cases of different content and will produce a stable forecast for different samples?

Purpose of Study: 1. Developing the model for detecting the optimal starting level of content difficulty, including searching predictors meets the criteria of the universality. 2. Testing hypotheses about the sustainability of the model for samples with different levels of knowledge (preparedness).

Research Methods: The model developing based on Logistic regression and Item Response Theory. Testing hypotheses about sustainability based on hybrid simulation. This simulation type used real predictors and generated data sets (parameters of the content difficulty) simultaneously. The data sets have made by Monte-Carlo software. Simulation has replicated several times for checking the sustainability criteria.

Findings: Verbal and numerical intelligence parameters are potent and universal learning efficiency predictors. The detected starting level of the content difficulty is close to simulated learners’ level of knowledge (preparedness). The logistic model with cognitive predictors is statistical significant and sustainable in cases of samples with similar or different levels of knowledge (preparedness).

Conclusions: The Cognitive predicted model could be used in learning environments for reducing the “cold start problem”. Next studies will be focused on developing of an adaptive learning algorithm based on the model. This algorithm will be verified on fully real data sets.

Key Words: Adaptive e-Learning, cognitive predicted model

ID: 1276

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Taiwan's Educational Aspects on Coco Chanel and Taiwanese Women Fashion Designers

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Chia-Hsin Hsueh - PhD Student, Graduate School of Design Doctoral Program, National Yunlin University of Science and Technology, Taiwan

**Problem Statement:** Fashion design is a recent phenomenon can be understood at a global audience. This paper engages questions arising from the potentials of design learning and educational aspect in Taiwan.

**Research Questions:** We will take Coco Chanel and several Taiwanese women fashion designers as the core cases to investigate.

**Purpose of Study:** By identifying us as cultural hybrid, this research will focus on the merge of divergent cultures through our retrospective accounts of our identity transition. It aims by suggesting possible approaches fashion designers might pursue in acting globally, aiming to define future directions for more professional and ethical design practice.

**Research Methods:** The study will be using Phenomenography and Comparison Research as the main methodologies. It analyzes the symbol and meaning represented by Coco Chanel from design, culture, and consumption perspectives through related documents and theories. Besides, this research realizes the in-depth implication and culture recognition of fashion women designers in Taiwan.

**Findings:** The present study will help us maintain a positive approach in hope to develop a broader perspective in connection with fashion design education.

Hopefully, the cultivation of a new Taiwanese fashion paradigm will attain ethnic harmony locally and globally. It is also the contribution that we aspire in this study.

**Conclusions:** This research will also focus on the educational aspect of merging divergent cultures through our retrospective accounts of our identity transition. We hope the explanations will help the people in Taiwan recognize and value our multicultural heritage.

**Key Words:** Educational Paradigm, Educational Aspect Phenomenography, Hybridity

ID: 1161

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adult and Continuing Education**

The Woman as Manager at Work: Between personal Growth and Professional Development

**Zahir AHOUARI** - Mr, Abderrahmane Mira University, Bejaia, Algeria

Problem Statement: There is a significant rise in women as managers in various fields, but they are subject of segregation due to the glass-ceiling policy adopted when dealing human resources management

Research Questions: How do women react and go beyond the glass-ceiling policy, and do they struggle to improve their professional positions?

Purpose of Study: We aim through this research to demonstrate whether women managers consider the work as a means of development and emancipation or just a way to meet their vital needs.

Research Methods: In our study, we worked on 22 women executives working in three organizations. They hold positions in business services and computer services. We employed a qualitative method using interviews as instruments. For results, a thematic analysis is used.

Findings: For graduated women managers, it is unacceptable that women (with similar training and skills with male colleagues) are arbitrarily prevented to access higher responsibility positions. However, women who started their careers and climbed managerial positions accept human resources management practices that women do not possess the needed qualifications and competences to reach higher positions

Conclusions: This study revealed that the personal and professional characteristics of women executives such as the degree, the nature of the training and professional trajectory, determine the conception of the women managers in relation to career towards the obstacles they encounter and their work expectations.

Key Words: women-executives, career, personal growth, professional development

ID: 1209

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Higher Education**

The sign language interpreter as a supervisor: what do supervisees need?

**Cátia Santos** - Dr, Unidade Local Saúde Matosinhos, EPE, Portugal

António Carvalho - Phd, Escola Superior de Enfermagem do Porto, Portugal

Problem Statement: The transition between theory and practice is not an easy task, and students at the end of graduation don't have some of the competencies needed to perform as a professional.

Research Questions: What is the profile that the sign language interpreter student's supervisor must have in order to meet the students' needs?

Purpose of Study: The purpose of this research is to identify the supervisors profile that improves and develops the supervisees' knowledge and skills. With this paper we intend to publicize the results of the second phase of the study which was focused on the supervisees' perspective.

Research Methods: We used a qualitative approach for the second phase of the study. Eight interviews were conducted and content analysis was used to treat data.

Findings: Several categories and subcategories were found such as competencies, initial and current needs, assessment, dynamics among others. The results suggested that the supervisor should have a set of competencies as diverse as possible in order to allow the academic and professional growth of the supervisees.

Conclusions: The sign language interpreter students' supervisor is a resource for the supervisee, therefore he/she should be aware of his/her importance in the teaching-learning process and be aware of the students' needs. This will allow the students to acquire the competencies they need to perform as a professional.

Key Words: supervisor's profile, sign language, competencies, students' development

ID: 1558

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Special Education**

TECHNO-school for technologically talented underachieving students with need for special support

**Ossi Autio** - Dr, University of Helsinki, Finland

Markku Jahnukainen - Dr, University of Helsinki, Finland

Problem Statement: To find technologically talented underachieving students with need for special support for developing their school enjoyment and to prevent educational exclusion.

Research Questions: How many technological talents can be found in a group of pupils with need for special support in their basic education.

Purpose of Study: The first step of the study is the quantitative measurement of pupils' technological competence. Based on the results of the measurement and the attitude of parents and pupils a group of 8-12 pupils will be selected. Finally, TECHNO-school for technologically talented underachieving students with need for special support is generated.

Research Methods: Quantitative research among underachieving students with need for special support in two middle size cities in southern Finland

Findings: Based on our study 30 % of pupils with the need for special support have better than average technological competence and 10 % achieve excellent results in the technological area.

Conclusions: There are enough technological talents to build up TECHNO-school and give them more practical based education to support their talent instead of pointing out all of their problems in other subjects.

Key Words: TECHNO-school, special education, technological talent

ID: 1583

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Leadership and Collaborative Policy**

A CROSS-NATIONAL COMPARISON OF LEADERSHIP THAILAND AND THE UNITED STATES OF AMERICA

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Assoc.Prof. Wallapha Ariratana, Ph.D. - third author, faculty of Educational Khon Kaen University, Thailand

Problem Statement: Thai and American school administrators with different socio cultural context to associate to hypothesis setting that there would be differences in practice leadership between Thai and American school administrators.

Research Questions: What are the differences between leadership practices of Thai and U.S.principals ?

Purpose of Study: To examine similarities and differences between the leadership practices of high school principals in Thailand and the United States.

Research Methods: survey research

Findings: The result that principals rated themselves higher on each of the five practices than their teachers. Furthermore, while no significant difference existed for the practices of inspiring a shared vision, enabling others to act and encouraging the heart.

Conclusions: Principals rated themselves higher on each of the five practices than their teachers, no significant difference existed for the practices of inspiring a shared vision, enabling others to act and encouraging the heart, the results of the study yielded a significant difference for the practices of modeling the way and challenging the process.

Key Words: Leadership Practices, Cross National comparison

ID: 1457

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Adolescent Growth and Development**

Psychological questions children have

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René Diekstra - Prof.dr., Dep. Youth and Development The Hague University of Applied Sciences, The Netherlands

Problem Statement: Little is known about the need or desire for psychological knowledge that children have. Insight into psychological questions children have could be an starting point for school psychology courses.

Research Questions: What are the psychological questions children entering high school have ?

Purpose of Study: to assemble knowledge about the need for psychological knowledge children have and using this as input for the development of a psychology curriculum for high schools in the Netherlands

Research Methods: a survey comprising 513 children(11-13 yrs old). The questionnaire contains over 100 questions about a range of psychological themes. The children were asked if and how often they entertain those questions, where they look for answers to them, if they ask others for answers to these questions, and if so, how satisfied they are with the answers they receive.

Findings: The data show that 11-13 year old children already have a high need for psychological knowledge but that this need is often not met satisfactorily. We were able to organize the questions children have in 11 clusters or themes such as 'the brain' and 'consciousness. In the presentation we'll discuss the method used, the results and their implications.

Conclusions: Children of a high school age have a strong need for psychological knowledge and their questions in this respect are important information for developing a (high) school psychology curriculum.

Key Words: Children; Psychological Questions; Psychology Curriculum

ID: 1697

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 4

Thematic Section: **Guidance and Counselling Psychology**

How Portuguese families in Early Intervention benefice from video hometraining (VHT) approach

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Problem Statement: Families of at risk children face relational challenges that may affect their functioning, reflecting on strengths, needs and depression levels.

Reinforcing interaction competences in parent-child dyad potentially reduce these difficulties.

Research Questions: Do families under VHT at Aveiro's EI present better results in depressive symptoms, ability to identify needs and strengths, than the families from Coimbra and Portalegre's EI (both without intervention)?

Purpose of Study: This study aims to analyse if there are statistically significant differences between families under EI with VHT, comparing to others who aren't being approached with this method. Assessing depressive symptoms, ability to identify family strengths and needs will establish the adequacy of VHT method for EI.

Research Methods: A field experimental study research was designed, involving an intervention group (Aveiro EI) and two groups without intervention (Coimbra and Portalegre EI). The project develops over three years, in 3 periods of data collection: T0 (2011), T1(2012) and T2 (2013). The families' variables and dimensions identified and assessed are depression symptoms, family strengths and family needs. Etical procedures where observed.

Findings: Data from T0 and T1 have been statistically treated and analyzed with SPSS software. They suggest that, although there are not statistically significant differences with regards to family needs presented by the families, we can however find differences in depression symptoms and in 'Pride' factor of family strengths, when comparing the results found in Aveiro to the ones in Portalegre.

Conclusions: These findings (although intermediate) make us question the impact of uncontrolled variables in the study, namely, the prior training of professionals, which may present important differences between the groups participating in the study.

Key Words: EI, VHT, family strengths/needs, depression symptoms



ID: 1754

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Assessment and Evaluation**

ASSESSMENT PRACTICES FOR COMPETENCY BASED EDUCATION AND TRAINING  
IN VOCATIONAL COLLEGE MALAYSIA

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Marina Ibrahim Mukhtar - Mrs, Universiti Tun Hussein Onn Malaysia, Malaysia

Jamil Ahmad - Mr, National University of Malaysia, Malaysia

Problem Statement: Quality assessment requires a high validity and reliability. Thus, a study conducted to see the process been implemented to assess the on going assessment to reduce measurement error.

Research Questions: 1.What assessment practices are implemented to determine student competency in vocational college? 2.How the assessment processes work?

Purpose of Study: The purpose of this study is to review the practices implemented by teachers in vocational colleges to assess competency in order to reduce measurement error and increase the validity and reliability.

Research Methods: This study used a survey approach to doing interviews and observations.

Findings: Results from the study showed that the assessment process is done to determine the competency of students is using the reference criteria and instruments used are holistic. Besides the lack of teacher feedback to students after the assessment process conducted. The instruments apply should be improved to be more analytical.

Conclusions: Overall analytical instruments need to be developed so that the assessment performed on valid and reliable and able to reduce measurement error

Key Words: Assessment, Competency Based Education Training

ID: 1728

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Special Education**

**EMPLOYABILITY OF VOCATIONAL SCHOOL LEAVERS WITH DISABILITIES**

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Manisah Mohd Ali - Associate Professor, UKM, Malaysia

Amla Mohd Salleh - Professor, UKM, Malaysia

Problem Statement: There is scarce studies on employability among vocational school leavers with disabilities that focused on the congruency between their employment with the skills they acquired at school.

Research Questions: Does school leavers with disabilities acquire jobs matched to their trained vocational skills? Is there any difference between disability types and the employment gained by the school leavers?

Purpose of Study: The purpose of this study is to identify the employability patterns of vocational skills trained school leavers with disabilities.

Research Methods: The survey involved 99 school leavers with disabilities who have had previous vocational skills training at a vocational school for special needs Data were collected using a set of questionnaires and were analyzed. Chi-square test was also used to identify the difference between types of disability with job fields which are relevant to their vocational skills.

Findings: The result showed that only 69 school leavers were employed with 24 of them are currently working in the area related to the skill trained in the vocational school. The chi-square results showed a significant difference between school leavers' type of disability and the employment gained based on their trained vocational skills.

Conclusions: Employability of school leavers with disabilities has reached almost 70%, but unfortunately most of them do not gained employment based on their trained vocational skills from school. Improvements can be made by reviewing the job market appropriate with the nature of their disability.

Key Words: Disabilities, employability, vocational school leavers

ID: 1661

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Education and Technology**

Building Effective Small-group Team Working Skills Through Blended Learning at Tertiary Institution

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LINDA ELLISON - BUILDING EFFECTIVE SMALL-GROUP TEAM WORKING SKILLS THROUGH BLENDED LEARNING AT TERTIARY INSTITUTION, UNIVERSITY OF NOTTINGHAM, UK

Problem Statement: Malaysian employers blamed higher institutions as being too theoretical and exam-oriented (shah, 2008) and thus, failed in training students to meet the workplace employability needs especially team working skill

Research Questions: How the approach of blended learning would help students developing their teamwork skills?

Purpose of Study: The main objective of this study was to build an effective small-group team working skill among students working in a blended mode based on the theoretical framework called constructive alignment

Research Methods: A case study qualitative approach with a purposive sampling of 25 students studying multimedia subject was adapted. Working in small groups of 3 to 5 members each, they completed two assignments through online and face-to-face discussions. The instruments used were online forums (transcripts of online discussions) and face-to-face meeting reports. Content analysis of both data yielded a new coding procedure

Findings: It was expected that the students collaborated effectively and valued the online as well as the face-to-face aspects of the collaborative work. The outcome of the online text-based discussion was used effectively at the face-to-face meetings to support the on-going group work. However, there was a need for the greater guidance on the effective use of the online forum

Conclusions: This study has introduced a new approach on how to measure both online and face-to-face learning activities in a blended mode. For campus-based university integrating e-learning, this approach could be used to promote e-learning alongside classroom learning among the lecturers and the students in developing their employability skills especially working collaboratively as an effective team

Key Words: e-learning, blended learning, employability skills

ID: 1314

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Effective Teaching Practices**

Involving parents in school programs about safety on social network sites.

**Ellen Vanderhoven** - Involving parents in school programs about safety on social network sites., Ghent University, Belgium

Problem Statement: The emerging use of social network sites (SNS) has been raising concerns about privacy and security. Schools and parents have an important role in educating kids about this topic.

Research Questions: Is involving parents effective to teach teenagers how to use SNS safely? Can parents be involved in school programs by organizing an information evening?

Purpose of Study: This study investigates the impact of an information evening for parents about the opportunities and risks of social network sites. The evening is organized in schools, and is part of a broader project in which the teenagers also get a lesson about this topic.

Research Methods: A quasi-experimental intervention study has been set up, involving 361 pupils (11-15 years old) and their parents. Using a pretest-posttest survey design, the impact of an information evening for parents on the awareness about risks and the behaviour of teenagers on SNS has been measured and compared to a control condition without an information evening.

Findings: Before the intervention, 56% of the parents reported to be ignorant about SNS in general. Qualitative results show that the awareness of risks increased because of the information evening. However, quantitative analysis show that the impact on pupils' awareness of risks and their behaviour on SNS seems limited (further analysis will be described in the full paper).

Conclusions: While involving parents in school programs might be effective, organizing information evenings for parents seems not to be sufficient. This is an important conclusion, since a lot of institutions (e.g., Insafe) spend a lot of money to organize these kind of information sessions. More effective methods to involve parents should be investigated.

Key Words: Social networksites, parental involvement, intervention study

ID: **1428**

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Quality Assurance**

Educational packages about the risks on social network sites: state-of-the-art

**Ellen Vanderhoven** - Ms, Ghent University, Belgium

Problem Statement: A variety of educational packages has been developed to teach children in secondary education about the risks on social network sites (SNS). There is no evaluation available of these packages

Research Questions: Do available educational packages about risks on SNS meet the conditions of effective prevention campaigns, are they tackling all the risks and how are they perceived by educational stakeholders?

Purpose of Study: In this study existing Flemish educational packages about the risks on SNS are evaluated theoretically. The content, scope and used didactical principles of the packages are investigated. Furthermore, it has been studied how the packages are received by educational stakeholders. Future challenges are revealed, both for developers and researchers.

Research Methods: Five Flemish educational packages were evaluated using a theoretical evaluation framework based on a summary of existing risks and principles of effective prevention campaigns. A focus group with 7 educational stakeholders has been organized to collect qualitative data and quantitative data (7-point likert scales) about their perception of the packages and the attractiveness and usability of the packages.

Findings: It was found that in most educational packages a lot of risks typical for SNS are not tackled. Most packages meet most criteria for effective campaigns, but often lack outcome evaluation and a theoretical base. Educational stakeholders rate the packages medium high on attractiveness and usefulness but report that packages should be shorter and easy to implement.

Conclusions: While a lot of educational materials have been developed, a theoretical evaluation shows that there are still some gaps. Future research should use intervention studies to evaluate the impact empirically. Moreover, the reception with educational stakeholders is not entirely positive. Developers need to take this into account if they want an optimal distribution of materials.

Key Words: Social network sites, education, theoretical evaluation

ID: 1538

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Educational Psychology**

The exposure and incidence of the lexical negation in school practice

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**Problem Statement:** The project is based on the concept of positive psychology, cognitive science and priming - it is verified link between verbal based material exposure and subsequent verbal behavior.

**Research Questions:** Does the increased exposure of lexical negative verbs in verbal behavior of teachers influence the increased incidence of lexical negative words in verbal behavior of pupils?

**Purpose of Study:** To verify that the teacher's active dictionary affects pupils' vocabulary. The measured criterion is the incidence of lexical verbs in the negative form (words with the prefix un-). Research in natural conditions of primary school practice.

**Research Methods:** Q sort - 50 cards with the most common lexical negative statements of the teachers (created on the basis of research in lexical negation at the corpus SCHOLA2010), completing sentences into comics (5 common school situations evocative the use of lexical negative statements).

**Findings:** Currently ongoing methodology verification (one class) - in a class of 23 children was conducted pretest, each child added a text into bubbles in 6 different situations drawn in comics. There were obtained of the 124 valid responses which contained 98 verb with the prefix no-(ne-).

**Conclusions:** There were created two new research tools based on the results of previous research - 25 cards with the most common lexical negative statements of teachers and 25 lexically positive reformulations and comics with 6 school situations that evoke the use of lexical negative statements. Currently ongoing experiment (pretest after "positive" lesson, posttest after "negative" lesson with trained teachers).

**Key Words:** lexical negation, priming, q sort, comics

ID: 1197

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Higher Education**

**CORRUPTION IN HIGHER EDUCATION AND GOVERNMENT MEASURES FOR ITS PREVENTION**

**Yelena Feoktistova** - associated professor, Caspian State university of technologies and engineering named after S. Yesenov, Kazakhstan

Fatima Ssilbayeva - associated professor, Kazakh State Women Pedagogical institute, Kazakhstan

Problem Statement: the problem of corruption as a social issue preventing state development and higher education system development

Research Questions: Definition of the phenomenon "corruption in higher education", preconditions of corruption appearance

Purpose of Study: The study of the phenomenon of "corruption and higher education" and developing measures and techniques of its prevention.

Research Methods: observation, pedagogical experiment, questionnaire, interviewing

Findings: Corruption exists in most Kazakhstan universities in this or that form.

Conclusions: Kazakhstan government together with universities administration should develop some measures for its prevention.

Key Words: higher education, corruption, education quality

ID: 1406

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Adolescent Growth and Development**

The impact of self-concept and self-esteem in adolescents' knowledge about AIDS

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Manuela Bento - Nursing, Health School - Polytechnic Institute of Viseu, Portugal

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Joao Duarte - Professor, Health School - Polytechnic Institute of Viseu, CI&DETS, FCT, Portugal

Problem Statement: A high self-concept leads to a sense of self-efficacy that facilitate the information processing. Among the attitudes and behaviors that are associated with low self-esteem, unprotected sex stands out.

Research Questions: What is the influence of sociodemographic and psychological variables and the knowledge about HIV / AIDS among high school adolescents in the district of Viseu, Portugal?

Purpose of Study: To determine the relationship between sociodemographic and psychological (self-esteem and self-concept) variables in school context and the knowledge about HIV / AIDS among high school adolescents in the district of Viseu, Portugal.

Research Methods: A quantitative, cross-sectional, analytical, descriptive and correlational study with a sample of 971 high school adolescents. The evaluation protocol includes: a sociodemographic questionnaire, the Self-Esteem Scale by Rosenberg (Romano, Negreiro & Martins, 2007), the Self-Concept Clinical Inventory (Vaz Serra, 1984) and the Knowledge About AIDS Scale for Adolescents (Zimet et al, 1989).

Findings: Adolescents aged from 14 to 21 years old have high self-esteem (47.40%) and high self-concept (45.30%). With high self-esteem show less knowledge (Mean = 15.36), and those who have low self-esteem have more knowledge (mean = 13.20, SD = 5.89). The differences between groups are significant ( $F = 21,695$   $p = 0.000$ ).

Conclusions: The obtained correlation values allow us to state that the lower the self-esteem, the better is the knowledge about AIDS. The HIV / AIDS was responsible for significant changes in the health field resulting in discussions around sexual behaviors that are associated with beliefs, values and myths because it is a disease whose transmission is directly related to sexuality.

Key Words: Adolescents, self-esteem, self-concept, knowledge about VIH/AIDS



ID: 1384

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adolescent Growth and Development**

The effects of a Dutch school-based Skills4Life program on bullying in adolescents

**Carolien Gravesteyn** - Dr (Professor of Applied Social Science), The Hague University, The Netherlands

Problem Statement: Although there is a body of research on bullying, little has been devoted to studying effects of a general Skills4Life program on bullying and perspectives of parents of children involved

Research Questions: Does a Dutch schoolbased general Skills4Life program for adolescents has a positive effect on bullying and how do parents of children involved perceive and understand bullying

Purpose of Study: A considerable number of children in the 11-17 age group suffer severe behavior problems such as bullying. This study adds to research in the field of bullying by evaluated the effectiveness of a general Skills4Life program on bullying and focusing on how parents perceive and understand bullying.

Research Methods: Multi-level regression analysis were used to calculate effects of the Skills4Life on bullying, other behavioral problems and protective factors.

Baseline levels of the outcome measure and age, gender, educational level and urbanization grade, were included as covariates in the regression model. To examine the views of parents of children involved this study used basic qualitative methods.

Findings: This study found positive effects of Skills4Life on the psychosocial health of VMBO students, lower educational level students, on bullying behavior. The effects on self-efficacy and social skills found in VMBO students may have influenced improvement on bullying behavior. Findings about perspectives of parents of children involved are still unknown. These findings will be come available in July 2013.

Conclusions: This study shows that a general Skills4Life school program may be an effective way to achieve lower educational level children and prevent the onset of behavior problems, such as bullying. Understanding parents' perceptions and conceptualisations is crucial to bullying research and intervention efforts, as parents' understanding of bullying undoubtedly impacts their recognition of bullying incidents and subsequent interventions.

Key Words: Skills4Life Schoolbased Bullying Parents

ID: 1701

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Reaching to the positive equilibrium of children through music

**Kaarina Marjanen** - Senior Lecturer, Ph.D., University of Eastern Finland, Joensuu, Finland

Problem Statement: Finnish children are famous of the good results in the Pisa studies. How about their positive equilibrium - is it supported as well?

Research Questions: What kind of experience of well-being do children describe, with the connections to music?

Purpose of Study: The focus of the study was to clarify the construction of children's well-being, and to develop the child-based methodology at the same time.

Research Methods: The multi-disciplinary research was performed in the form of a process, benefitting triangulation constructed of observation, workshops, children's research groups and an e-questionnaire.

Findings: The study produced many interesting results, in the form of many kinds of information, connected to home and family, school leisure time and friends. In the qualitative data, the features of imagination, creativity and issues of comfort were found important.

Conclusions: Children are able to describe their thoughts to the adults, when being present for them. Are we able to listen to them?

Key Words: well-being, triangulation, child-based methodology, music

ID: 1717

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Transversal learning in teaching profession through music

**Kaarina Marjanen** - Senior Lecturer, PhD., University of Eastern Finland, Joensuu, Finland

Markus Cslovjceksek - Professor, University of Applied Sciences North Western Switzerland (FHNW) School of Teacher Education, Switzerland

Problem Statement: What can we learn through musical integration in the in-service teacher training courses for the development of initial teacher training?

Research Questions: Is there a connection between the understanding of music/languages/integration and the transversal learning/integrated teaching processes?

Purpose of Study: To have the in-service teachers understanding to serve the development of initial teacher training through the ideas of musical integration and transversal learning processes.

Research Methods: Triangulation: Pre- and post-questionnaires, interviews, theme discussions and e-mail follow-ups, including both individual and group methodology in data gathering, from both the teachers and their trainers.

Findings: Learning of musical integration supports teachers in understanding the children and their ways of learning. This is valuable information for the development of teacher education.

Conclusions: Musical integration and transversal learning based contents and goals should be better benefitted in the teacher training.

Key Words: Teacher training, Curricula, Learning, Teaching, Music

ID: 1666

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Educational Psychology**

Developing a Psychology Curriculum for High School

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René Diekstra - Prof. dr., The Hague University of Applied Sciences, The Netherlands

Problem Statement: In the Netherlands there is no psychology curriculum for high school available. However, research shows a clear-cut need for psychological information among adolescents.

Research Questions: How to co-construct, together with adolescents and high schools, a psychology curriculum, both in terms of structure and content, and how to implement it?

Purpose of Study: Producing a high school psychology curriculum that both meet the standards for such curricula as set forth by the American Psychological Association, as well as is co-constructed with students involved.

Research Methods: Use of panel method and field research. The panel method implies interviews with high school students about what they see as effective psychology lessons, both in terms of comprehensibility, manageability and meaningfulness. The field study implies teaching a draft curriculum to several consecutive classes of high school students and developing and amending its content and didactics based on experiences.

Findings: Information on a complex of important features of the process of developing a psychology curriculum for high school in the Netherlands has been gathered. Some of these features have to do with course content, others with the developmental stage of students and still others with didactical strategies.

Conclusions: High school students are highly interested in attending psychology classes, in particular when they are actively involved in the process of developing a psychology curriculum. The boundaries with other school subjects, such as biology, is an issue that needs to be seriously looked at in order to avoid unfruitful overlap as well as confusion among students.

Key Words: development, education, curriculum, psychology, teaching

ID: 1619

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Assessment and Evaluation**

Facilitating a School-Wide Approach to Data-Informed School Improvement

**Marie Ryan** - Ms., Mary Immaculate College, University of Limerick, Ireland

Problem Statement: Recent shifts in Irish Government policy and strategy (DES, 2011) have recognised a data deficiency in relation to decision making in schools.

Research Questions: What are processes and practices are required in order to facilitate a data-informed approach to school improvement within Irish primary schools

Purpose of Study: The purpose is to identify technological requirements for data-use, b)to design and implement a Data-Coach Professional Development programme c)to evaluate the use of data for self-evaluation and school improvement following the work of the Data-Coach,d)to inform the national strategy for data use in Irish Schools.

Research Methods: The research involved training 18 "Data-Coaches", from a sample of 18 schools in demographically distinct areas. Qualitative and Quantitative methods were employed. Interviews, focus groups and questionnaires provided pre-intervention and post-intervention data for comparison. Post-session feedback questionnaires allowed for ongoing evaluation throughout the process. Further data was provided through comments and queries from Data-Coaches through an online help/discussion forum

Findings: Triangulation of data revealed content and process outcomes for the schools involved. Content outcomes included statistically significant gains in teacher's data-literacy, increased attention to evidence-based practice and greater intent to engage in school-wide collaborative planning. Improved staff relations, increased motivation and distributed responsibility emerged as process outcomes.

Conclusions: This study provides emerging evidence that the training of Data-Coaches is an effective method to facilitate school-wide approaches to data-informed school improvement when supported by appropriate technological data-analysis systems.

Key Words: Assessment, School-Improvement, Self-Evaluation, Evidence-Based Practice

ID: 1523

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Sport and Exercise Education**

Effects of a skill for life program on youth soccer coaches.

**Frank Jacobs** - Drs., Dep. Youth and Development The Hague University of Applied Sciences, Netherlands

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Anne Luderus - Drs., Dep. Youth and Development The Hague University of Applied Sciences, Netherlands

Problem Statement: Youth soccer coaches in The Netherlands commonly do not dispose of the pedagogical knowledge and skills conducive to both the sportive as well as social-emotional development of their pupils.

Research Questions: What effects does a Skills4Life (Social-emotional learning or SEL-) program have on the social, emotional and pedagogical skills of youth soccer coaches.

Purpose of Study: To examine the effects that a Skills4Life (Social-emotional learning or SEL-) program has on the social, emotional and pedagogical skills of youth soccer coaches and assemble information from both outcome data as well as interviews with participating coaches to improve comprehensibility, manageability and meaningfulness of the intervention.

Research Methods: To answer the research questions we use a mixed method research design. For the quantitative part we use questionnaires, pre- and post-intervention, in a within subject design. Subjects were 87 youth coaches. For the qualitative part in-depth, semi-structured interviews were held with 14 of the participants.

Findings: Data show a significant increase in generalized self-efficacy belief among participants as well as significant changes in coping style, towards more active, problem-oriented coping. Participants also showed a significant increase in rational thinking. The qualitative data both indicate a strongly positive reception of the intervention by coaches as well as a number of relevant aspects for further improvement.

Conclusions: The Skills4Life intervention is received well and the results point towards significant improvement of youth coaches' self-efficacy and coping style. The quantitative and qualitative data gathered confirm one another in these respects. The next step has to be the implementation of a randomized control trial on the effectiveness of the program with long term follow-up.

Key Words: Soccer coaches, youth, intervention effectiveness

ID: 1607

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **New approaches in Psychology**

Levels of Processing During On-Screen Reading

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Problem Statement: LoP methods can be applied to increase memory performance depending on manipulated task characteristics. Yet, it is not explored whether the ongoing debate could be extended to the digital learning

Research Questions: What are the effects of shallow, medium and deep levels of processing on participants' recall performances during on-screen reading?

Purpose of Study: The purpose of this study is to investigate participants' recall performances in the framework of Levels of Processing in reading a context free story from a computer screen.

Research Methods: A design-based, quantitative research model was followed. The participants were recruited into experimental groups. The immediate recall test was used to determine participants' performance on free recall, title recognition and location memory with an online memory performance determination and measurement instrument. A 3 factorial MANOVA was utilized on data.

Findings: Results are in accordance with the main argument of levels of processing; deeply processed elements are remembered better and the strength of the encoded memory trace depends on the mental processes carried out with different types of tasks. Results show that the main effects of levels of processing on memory performance during on-screen reading are significant.

Conclusions: The way of encoding, storing and retrieving during on-screen reading by implementing instructional tasks determine the level of memory performance in online interaction.

Key Words: Levels of Processing, Memory, Recall

ID: 1763

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Special Education**

An investigation of TV performance towards people with Intellectual Disabilities(ID)in Oman

**Sahar El Shourbagi** - Assistant Professor, Sultan Qaboos University, Oman

Problem Statement: Omani television doesn't do his rule in favor of persons with ID.

This study try to explore the current rule of the TV in Oman towards persons with ID.

Research Questions: What is the educators' perceptions of the Omani TV performance towards persons with Intellectual disability?

Purpose of Study: The aim of this study was to investigate educators' perceptions of the Omani national TV performance towards people with disability

Research Methods: Questionnaire was distributed to 130 educators and an exploratory factor analysis with principal components and varimax rotation was used to analyze responses. A Cronbach's alpha coefficient was used to evaluate the internal consistency reliability of the Scale. One sample t test was used to examine the level of participants' perception.

Findings: Results show that employees' perceptions can be represented by two factors: (1) performance quality, and (2) performance attractiveness. The two factors correlated positively. There were no gender differences in employee's perceptions.

Conclusions: Educators reported low levels of perception of the Omani National TV performance towards people with disability.

Key Words: Intellectual Disability, Performance of TV



ID: 1521

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Sport and Exercise Education**

Development of a skills for life training program for youth soccer coaches

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Frank Jacobs - Drs., Dep. Youth and Development The Hague University of Applied Sciences, Netherlands

René Diekstra - Prof. Dr., Dep. Youth and Development The Hague University of Applied Sciences, Netherlands

Problem Statement: Youth soccer coaches in the Netherlands commonly do not dispose of the pedagogical knowledge and skills conducive to both the sportive as well as social-emotional development of their pupils.

Research Questions: What should preferable be the structure and content of a Skills4Life program for enhancing pedagogical knowledge and skills of soccer coaches in interacting with their pupils?

Purpose of Study: The purpose of the study is to compose a SEL (Social and Emotional Learning) program for soccer coaches that both in terms of structure and content is in line with the present state of knowledge in this area as well as is supported in these respects by the coaches themselves

Research Methods: We choose, for the development of the intervention, a combination of a) a panel approach, round table discussions with soccer coaches with the aim of assembling information about the pedagogical demands and needs soccer coaches experience; and b) a review of the literature on effective SEL (Social and Emotional Learning) and SFL (Skills for Life) programs for adults

Findings: There appears a strong need among soccer coaches for pedagogical, i.e. social and emotional skills, in dealing with their pupils. Central components or active ingredients of evidence-based Skills4Life programs appeal to the coaches and are perceived as fulfilling important gaps in their coaching toolbox

Conclusions: A SEL program for youth soccer coaches is both manageable and meaningful as fulfilling their needs for social and emotional knowledge and skills and therewith extending their pedagogical coping repertoire. A manual had been composed that will be the focus of a feasibility and effectiveness study

Key Words: soccer coaches, SEL programs, intervention, manual

ID: 1516

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Novice teachers professional development during the induction year

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Problem Statement: The first year of teaching is an important phase in teacher's professional growth because the school and classroom experiences may either encourage or inhibit lasting commitment to effective teaching.

Research Questions: The key problem of the study can be worded as the question: what are the changes that occur in novice teachers' development during the first year of work?

Purpose of Study: The purpose of the study 1) to describe novice teachers' perceptions about their teaching competencies and self-efficacy beliefs across the first year of work and ascertain changes occurred during the school year 2) to compare novice teachers' and their mentors' perceptions about novice teachers competencies across the school year.

Research Methods: The data sources for this study include novice teachers' and their mentors responses to questionnaires during induction year. Questionnaires were completed three times during I, II and IV school term. For data analysis one-way analyses of variance (ANOVA) within subjects for competencies and self-efficacy scales was conducted. To compare mentor and novice teacher ratings the correlation analyses were conducted.

Findings: The mentors noticed important changes in the development of the novice teachers already after the first school term, the novice teachers themselves only after the second school term. Novice teachers have a stronger belief in their self-efficacy at the end of the school year. Statistically significant differences emerged between novice teachers with high and low self-efficacy ratings.

Conclusions: The teaching skills of the novice teachers grew during their first year at work and their assessments were reasonably adequate. Self-efficacy grows through positive experiences of own classroom teaching. Novice teachers with high self-efficacy were more satisfied with their coping in the first year at work than the teachers with average and low self-efficacy.

Key Words: Novice teachers, professional skills, self-efficacy

ID: 1540

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

Projecting and methods of active teaching in primary and pre-primary education

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Gabriela Plachá - Miss, Czech, Czech Republic

Problem Statement: Determining application of project teaching and methods of active teaching in Czech Republic primary schools and kindergartens, and to reveal differences in their application in primary and pre-primary education.

Research Questions: Do active teaching and project teaching methods apply in kindergartens and primary schools; Are there differences in primary and pre-primary education in implementation of project teaching and activating methods?

Purpose of Study: The research aim is to investigate the application of project teaching and active teaching methods in primary and pre-primary education in primary and kindergartens, to reflect the current state, analyze and discover reserves in application and concurrently to compare research results in selected indicators between kindergartens and primary schools.

Research Methods: The research is a qualitative comparative survey involving the use of content analysis and non-standardized questionnaire of custom design for teachers in kindergartens and primary schools, which analyzes the strengths and weaknesses of the application of active teaching methods and project teaching at primary schools and kindergartens. The obtained data were processed using descriptive methods and correlations.

Findings: The research survey showed significant results based on the selected indicators in the implementation of project teaching and active teaching methods between kindergartens and primary schools in the Czech Republic. Important correlations were proved between the factors, which confirmed the results and pointed to the reserves and bottlenecks in primary and pre-primary education in the context of curricular reform.

Conclusions: The benefit will be in form of results comparison in kindergartens and primary schools as a reflective view and revelation of strengths and weaknesses in the application of project method and activating methods in primary and pre-primary education. The research survey results can help increase interest in project teaching and activating methods in education and affect quality and efficiency.

Key Words: Primary education, kindergarten, school, project, methods

ID: 1587

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Teacher Education**

The level of reflective skills of kindergarten teachers

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**Problem Statement:** To uncover preparatory education reserves for kindergarten teachers qualifications in the Czech Republic in terms of their reflective skills levels, to improve their education in the context of curricular reform.

**Research Questions:** Is preparatory education for qualification of kindergarten teachers adequately developing the reflective skills? Are there any differences in the reflective skills of kindergarten teachers with secondary and university degree?

**Purpose of Study:** The research aim is to determine reflective skills levels of kindergarten teachers as the foundation stone of teacher professionalism in current kindergartens in the Czech Republic. Part of the research survey is to identify teachers' understanding of their works results, how they interpret it, so to improve in the future.

**Research Methods:** Research focused on qualitative comparative investigation using a semi-structured interview, observation of video-studies and reflective conversation. Video-recordings of program in kindergartens were analysed using Videography program (Rimmele, 2002) with methodology of compliance with video-studies analyses rules (Najvar et al, 2011). Research methods monitored the issue of preparatory training and skills of kindergarten teachers to reflect the results of their activities.

**Findings:** The research results showed the differences between the compared groups of teachers, it revealed bottlenecks in the ability of kindergarten teachers to reflect the results of their activities for its further improvement, especially in teachers with a secondary degree.

**Conclusions:** Results will be used to improve quality and efficiency of tertiary education in the reflective development of students in the field of Kindergarten Education at PdF. Concurrent with this, results will be used for decision-making sphere as the basis for adjusting the qualification requirements for kindergarten teachers. For professionals, they can be used to highlight difficulties that curriculum reform brought.

**Key Words:** Preschool education, a kindergarten teacher, reflection

ID: 1653

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Learning Theories**

The van Hiele geometry thinking levels: gender and school type differences

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Problem Statement: Van Hiele theory postulates five levels of geometric thinking. Usiskin in 1982 tested the ability of theory to describe and predict the performance of students in secondary school geometry.

Research Questions: Are there any significant differences in achieved Van Hiele levels: a) from genders point of view, b) among different kind of school.

Purpose of Study: Pilot study was realized at three kinds of secondary schools in Czech Republic. Adapted Usiskins test was used and testing was performed with Interwrite. This part of study describes differences between genders and among these schools – secondary general school (gymnasium), secondary technical school and secondary business school.

Research Methods: Research method: van Hiele geometry test. Methods of data analysis: descriptive analysis, t-tests and ANOVA.

Findings: Research sample: N=215. Results: Levels differentiating in our sample – percentages of students at levels are 98-88-37-8. From genders point of view there is difference, but statistically significant is this difference on third level only (31% of women vs. 49% of man). From kind of schools point of view, there is statistically significant difference in levels 2-4.

Conclusions: This test is usable in Czech Secondary Schools. The same test can be applied for both genders. For application levels for different types of schools is essential that every school should be clear about what level it wants. In Czech Republic, all secondary schools has similar curriculum and teach geometry approximately at level 3 and it should be changed.

Key Words: van Hiele; levels; geometry thinking

ID: 1539

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Educational Psychology**

Teachers inventory of descriptors for describing and evaluation of families

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Problem Statement: Do teachers have in their minds embedded also unconventional family concepts, which, however, according to demographic studies, may in their classes actually meet and teaches about in curriculum?

Research Questions: Which descriptors are (and which are not) used by teachers for the description and evaluation of families?

Purpose of Study: To uncover the implicit descriptors of families in the minds of teachers in pre-primary and primary education, and to identify the blind spots. The secondary goal - to obtain the source material, which will enhance the preparation of students for practice.

Research Methods: The putative (fictitious) language test, one of instructions: write all the adjectives or phrases you can use to describe / assess family.

Findings: The results of pilot study: N = 45, the teachers generated a total of 31 separate categories, individuals reported an average of 4.95, at least 1 and not more than 9 different categories.

Conclusions: Teachers are able to think about family from 2 to 31 different aspects. The frequency shows that the "hidden" categories are: hetero/homosexual, city/village and Czech/minority, but teachers should be able to describe in the learning process for pupils all types of families and thereto in an acceptable, sensitive and, if possible, a positive way.

Key Words: implicate descriptors, family, initial education

ID: 1214

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Basic Education – basic skills**

WHERE CHILDREN ACQUIRE INFORMATION ABOUT A TOPIC THAT THEY ENJOY:  
CORRELATION STUDY

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Jana Marie Havigerová - Ph.D., University of Hradec Králové, Czech Republic

Problem Statement: The study focused on differences in information behaviour between intellectually gifted and average children in the preliterate age.

Research Questions: Is there a relationship between the level of intellectual ability and by what sources of information children choose?

Purpose of Study: The main objective of the study was to examine how information behaviour, especially in the form of preferred information sources, is expressed in gifted children in the preliterate age, and how it differs from information behaviour in children with average intellectual abilities.

Research Methods: Wechsler Intelligence Scale for Children (WISC-III); the Information Behaviour Questionnaire for Children (Havigerová, 2011); individual structured interview focusing on information behaviour.

Findings: The obtained data were analyzed quantitatively, using methods of correlation analysis. The results describe the relationship between the level of intellectual ability and preferred information sources. The most significant relationship was confirmed between the level of cognitive abilities and computer - the more gifted children, the more often chosen as an information source computer ( $r=0,194$ ,  $p<0,01$ ,  $N=95$ ).

Conclusions: There was found that there is a significant relationship between intellectual ability and popularity of computers as an information source. Gifted children also more often receive information from its natural environment - the city and nature.

Key Words: correlation study, information behavior, intellectual ability

ID: 1496

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Higher Education**

The Development of the Heuristics and Biases Scale (HBS)

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Rene Diekstra - PhD, University of Applied Sciences, The Hague, The Netherlands

Problem Statement: There is no comprehensive tool capturing general vulnerability to biases caused by use of heuristics. Existing tools focus only on one specific bias or personality traits.

Research Questions: Can general vulnerability to heuristic thinking be assessed, what are the sub-dimensions of this construct and can undergraduate students be successfully involved in the research process?

Purpose of Study: To demonstrate the results of an educational experiment in which undergraduate students are involved in the first stage of development the Heuristics and Biases Scale (HBS).

Research Methods: After getting acquainted with the underlying theory, students chose one specific bias or heuristic, investigated related results of the experiments and paradigms. At the later stage, under the supervision, students developed items intended to capture the chosen bias. Finally, positively evaluated items were combined together and piloted. The psychometrical properties of the items and course outcomes were assessed.

Findings: Developed items formed scales with satisfactory reliability. Course received positive student's evaluations, and the assessment indicated that the majority of students achieved intended learning outcomes.

Conclusions: Study indicates that it is possible to develop a psychometrically sound assessment to measure vulnerability to a range of common cognitive biases, mover it is also possible to successfully involve undergraduate students in a development of a psychometrical tool.

Key Words: Cognitive Heuristics Biases Education Scale



ID: 1645

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Storycrafting method-to share, participate, tell and listen in practice and research

**Liisa Karlsson** - Adjunct professor, Ph.D. , University of Helsinki, Finland

Problem Statement: Children need to be heard and have the right to affect everyday action. We need easily adaptable methods that take into account children's ways of acting.

Research Questions: How does Storycrafting work with children in practical interactions and as a research method and what kinds of results have been achieved with the Storycrafting in different environments?

Purpose of Study: The aim is to observe the theoretical background and assemble the results of inquiries using the Storycrafting method. The paper, demonstrates the effect on the narrative method in interactions with children, teachers, caretakers and decision-makers, and as a research method among adults.

Research Methods: The participatory and narrative Storycrafting method is a Finnish social innovation, which has been used and further developed for more than 30 years. In my paper, I analyse the Storycrafting method from several perspectives: theoretical, interactional, cultural and research practice.

Findings: Studies have shown that Storycrafting has created time and space to encounter children and share and listen to them. Children are able to influence matters concerning themselves. Through the method children are empowered: their self-esteem rises, and they become accustomed to explaining their ideas. With Storycrafting professionals have a participatory method that can be adapted to different situations.

Conclusions: The research demonstrates that Storycrafting is a workable method for use with children, as well as with youths, people of working age and seniors. Even the youngest children have thoughts, experiences, proposals and viewpoints that provide new information and that are needed to develop education, teaching and other activities.

Key Words: Storycrafting method, children, reciprocity, participation, learning

ID: 1590

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Educational Psychology**

Gender-stereotyped attitudes in kindergarten students: A multicausal analysis

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**Problem Statement:** Even though gender-stereotypy has become a major field of scientific interest, most studies concentrated on gender-differences or -preferences without taking into consideration developmental issues.

**Research Questions:** The present study aims to investigate gender-stereotyped attitudes of children at preschool age (kindergarten students) in relation to cognitive development, students' age, and parents' gender-stereotyped attitudes.

**Purpose of Study:** Based on the findings regarding gender-stereotyped attitudes at preschool age of Kanka, Wagner, Schober and Spiel (2011), the present study analyses the determining influences of cognitive development, students' age, and parents' gender-stereotyped attitudes on kindergarten students' implicit theories regarding gender-stereotypy.

**Research Methods:** Data was collected from both kindergarten students and their parents. While parents filled out a questionnaire, children were tested by a standardized instrument which they should experience as a fun game to meet the needs of their age. The final sample included 266 children (144 girls and 122 boys aged 3;99-7;00 years) along with 148 questionnaires returned by parents.

**Findings:** On a univariat level, significant gender differences regarding stereotyped attitudes could be found. Taking the multicausal model into consideration, results revealed that implicit theories of gender-stereotypy in boys and girls are based on significant influences of the child's own sex and cognitive development whereby crystallized intelligence seems to have the most impact. Age and education showed no significant influence.

**Conclusions:** Contrary to former results, the present study showed more stereotyped attitudes in girls than boys. During childhood, crystallized intelligence seems to have the largest impact on gender-stereotypy in children. The higher the verbal-cognitive skills of a child, the lower his/her stereotyped attitudes. These findings clarified the essential role of education to reduce gender-stereotyped attitudes.

**Key Words:** sex roles; gender-stereotypy, preschool-age; gender differences

ID: 1625

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Assessment and Evaluation**

Reliability and Content Validity of EFL Grade-Level Test for Turkish Students

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DIANA GARVEY - MS, KENT STATE UNIVERSITY, USA

Problem Statement: The present study examined the reliability and content validity of English as a Foreign Language grade-level test for Turkish primary 3rd grader, with the aim of validating the items.

Research Questions: Are the items relevant to the objectives of the curriculum, is the content of the test appropriate to the uses made of the test, and is the test reliable?

Purpose of Study: The purpose of this study is to evaluate the quality of an EFL exam for 3rd graders and to offer empirical evidence about the process of revision of the test items while assessing the reliability and content validity.

Research Methods: The experts reviewed the test for the curricular validity, and followed guidelines for content validity criteria: (1)Clarity in wording, (2)Relevance of the items, (3)Use of Standard English, (4)Absence of biased words and phrases, (5)Formatting of items, and (6)Clarity of the instructions (Fowler, 2002). The overall reliability, the item difficulty and discrimination indices were reported.

Findings: The reliability coefficients varied between 0.77 and 0.91, indicating high reliability of the items. However, the Content Validity Index(CVI) was found low(0.52), which quantifies the extent of agreement between experts upon the content validity criteria. The item difficulty and discrimination indices consistent with CVI, and thirty out of sixty of the items reported as needs revision.

Conclusions: The test items were evaluated with the elicitation of expert views and statistical item analysis (N=71). The curricular validity content validity analysis (CVI) resulted in recommending the revision of the EFL test. The EFL test results showed high reliability coefficients, however the test items found invalid with regards to the content validity.

Key Words: Test Evaluation Validity Reliability Item Analysis

ID: 1592

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Education and Technology**

A Cross-Cultural Qualitative Examination of Social-Networking Sites (SNSs) and Academic Performance

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**ARYN KARPINSKI** - DR, Kent State University, USA

**Problem Statement:** This qualitative study illustrates the perceptions of college students about the impacts of Social Networking Sites(SNSs) on academic achievement by exploring open-ended survey responses, and examines the cross-cultural differences.

**Research Questions:** How do United States (US) and European students' perceptions of SNS use related to academic performance compare?

**Purpose of Study:** The purpose is to understand the perceptions of the U.S. and European college students about the impact of social networking sites (SNSs) on academic performance. It is essential to understand the similarities and differences when it comes to SNS use for different cultures.

**Research Methods:** Data (N = 857) were collected online from a survey-hosting website from multiple universities in the U.S. and across Europe. Open-response items were analyzed using Qualitative Content Analysis which is defined as a systematic text analysis (QCA; Mayring, 2000). Conclusions were drawn based on the patterns of the responses, and major themes identified.

**Findings:** As a result of the QCA, the following themes emerged: SNSs are a tool for connection; used for school work; good for relaxation; time consuming; distracting; related to academic procrastination; decrease academic performance; and other themes are no multitasking while studying; being responsible; being good at multitasking; and no relationship between SNS use and academic achievement.

**Conclusions:** In general students mostly cited SNSs as distracting and time consuming. A higher number of European students mentioned that SNSs have positive impacts, whereas U.S. students stated the negative impacts. The most commonly cited themes were "using SNSs for school work" in European sample; and "being responsible about coursework and time management" in the U.S. sample.

**Key Words:** Social Networking, Academic Performance, Qualitative Analysis

ID: 1652

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Assessment and Evaluation**

Effects of Demographic Variables Children and Adolescent Functional Assessment Scale Scores

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Erin Seif - Phd Student, Michigan State University, US

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Problem Statement: Understanding mental health needs of children when they begin receiving Wraparound services is important to maximize treatment outcomes and match services to the specific needs of children across counties.

Research Questions: Do Michigan counties with different population densities vary in their mean CAFAS score? Do gender, age, and race have an effect on CAFAS score across counties?

Purpose of Study: The purpose of this study is to critically examine the wellbeing and daily functioning of children enrolled in the Michigan Wraparound program at the time of their initial enrollment in the program based on age, race, gender, and county of residence.

Research Methods: Two-level hierarchical linear modeling was used to answer mentioned research questions. The outcome variable is the CAFAS score at the initial time for enrollment. Level-1 predictors are gender (female vs. male), age (6-12 years old vs. 13-18 years old) and race (Caucasian vs. minority). Level-2 predictor is population of the county (whether it is greater than 500,000).

Findings: Among the level-1 predictors, only age was a significant predictor ( $t=2.34$ ,  $p=0.02$ ). Gender and race predictors were not found as significant. Also, population of the county was not a significant predictor of CAFAS score. The majority of the variance (96%) in initial CAFAS scores was due to individual differences.

Conclusions: The absence of differences based on demographic variables may be attributed to the low socio-economic status of all children who receive Wraparound services, similar to the findings of Henniger and Luze (2012). Leaders in the Wraparound Program can make unified treatment, and prevention protocols to guide the implementation of Wraparound services across the state of Michigan at initial enrollment.

Key Words: Wraparound Program, CAFAS, HLM

ID: 1315

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Education and Technology**

Elements of electronic teaching materials with respect to student's cognitive learning styles

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**Problem Statement:** Cognitive learning styles substantially determine the use of electronic teaching materials in education. These materials consist of many structural elements, with different levels of respect for individual learning styles. **Research Questions:** Do students perceive individual elements of electronic learning materials as equally important regardless of their favorite learning style?

**Purpose of Study:** As a part of the research survey, the question regarding the level of usability of particular elements of electronic learning materials for different groups of students was raised. The criterion of a maximum respect for students' individuality, which is reflected in their favorite cognitive style of learning, was essential.

**Research Methods:** The research questionnaire comprised two parts. The first part included 13 questions, focused on finding about students' favorite cognitive learning styles, via standardized methods VARK. The second part included 26 questions, by means of which the respondents expressed their preference for individual elements of e-learning material via a rating scale. To process the acquired data, factor analyses were used.

**Findings:** The answers of the respondents regarding their favorite cognitive learning style led to the determination of four groups of the structural elements of electronic teaching materials, based on the level of similarity of evaluation of the latter by the students. Eventually, it was possible to define a new typology of the structural elements of electronic teaching materials.

**Conclusions:** Several preliminary conclusions were drawn from the results obtained. First of them concerns the obvious need of the students within the virtual learning environment represented by LMS systems to communicate with the teachers and with each other. Furthermore, a clear need for the integration of multimedia elements into their own presentation and manipulation with the learning content became apparent.

**Key Words:** cognitive learning style, e-learning material, multimediality

ID: 1427

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Effective Teaching Practices**

BASIC PERSONALITY DIMENSIONS AND TEACHERS' SELF-EFFICACY

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Snežana Stojiljković - Ph D, full professor, University of Nis, Faculty of Philosophy, Department of Psychology, Serbia

Mila Dasković - psychologist, master student, University of Nis, Faculty of Philosophy, Department of Psychology, Serbia

Problem Statement: According to the social cognitive theory, teachers' self-efficacy influences their real professional behavior. It means that self-efficacy could be considered as an indicator of teachers' actual effectiveness.

Research Questions: Main research questions were how teachers estimate their own ability to handle different complex professional tasks, and whether there is a relationship between teachers' personality dispositions and their self-efficacy.

Purpose of Study: Purpose of the study is to examine teachers' experience with their own self-efficacy. Another aim of the study is to examine whether teachers' self-efficacy is connected to basic personality dimensions and also to find out if some personality dimensions are more important predictors of teachers' self-efficacy than others.

Research Methods: Research was conducted on the sample of 168 teachers. Norwegian Teacher Self-efficacy scale NTSEF (Skaalvik & Skaalvik, 2010), consisted of 24 items, was used to measure following aspects of teachers' self-efficacy: instruction, adapting instruction to individual students' needs, motivating students, maintaining discipline, cooperation with colleagues and parents, and coping with challenge. Teachers' personality dimensions were examined by Big Five Inventory. Findings: In general, teachers assessed their own self-efficacy quite high ( $M=137.68$  on the scale ranged from 24 to 168). The best evaluated was their self-efficacy in the area of teaching (the way they explain the subject matter), while motivating students was evaluated as worst. Among basic personality dimensions, the most important predictors of teachers' self-efficacy were conscientiousness and openness.

Conclusions: The results suggest that (examined) teachers need support in strengthening their self-efficacy in the area of motivating students. The relationship between teachers' self-efficacy and personality dimensions should be taken into account in the process of students' professional orientation and selection of future teachers. Future research should include other personality characteristics that might be also relevant for the self-efficacy of teachers.

Key Words: Teachers, Self-efficacy, Basic personality dimensions

ID: 1484

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Effective Teaching Practices**

A research synthesis on effective writing instruction in primary education

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Hilde Van Keer - Prof. Dr., Ghent University, Belgium

Problem Statement: Effective writing skills are considered to be indispensable to participate in contemporary society. Despite its importance, there is considerable concern about the writing skills of primary school children.

Research Questions: Which evidence-based writing practices can be distinguished in the research literature on writing instruction in primary education and is it possible to combine evidence-based practices in an integrated approach?

Purpose of Study: This research synthesis aims at highlighting three evidence-based writing practices in primary education: (a) strategy instruction, (b) collaborative writing, and (c) ICT. Finally, an integrated point of view regarding these instructional approaches is offered.

Research Methods: This research synthesis applied a snowball-technique, taking systematic reviews and handbooks of research on writing as starting points.

Additionally, the Web of Knowledge was consulted to uncover recent research studies, which are not yet included in meta-analyses and handbooks of research on writing.

Findings: Results confirm the effectiveness of the writing practices: (a) strategy instruction is a powerful approach to teach writing to primary school children, (b) collaborative writing fosters cognitive as well as non-cognitive outcomes, and (c) ICT is a powerful tool to optimise students' writing. Despite their shown effectiveness, these writing practices only rarely occur in daily classroom practice.

Conclusions: Future studies should blend strategy instruction with a structured form of collaborative writing and investigate its impact on cognitive and non-cognitive outcomes. To maximize writing performances, ICT needs to be integrated with instructional practices that combine strategy instruction and collaborative writing. Consequently, writing practices are properly attuned to the twenty-first century for which children are ought to be prepared.

Key Words: Strategy instruction, collaborative writing, and ICT



ID: 1504

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Institutional Effectiveness**

The Development and Validation of the Self-Regulation Questionnaire in Children and Minors

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Problem Statement: Although variety of instruments have been used in research with teenagers, there has not been any self-regulation measuring tool validated in the Czech settings yet.

Research Questions: The degree of validity of the constructed questionnaire designed to measure the level of self-regulation (behaviour, cognition, emotions and attention) in children and minors.

Purpose of Study: The primary purpose of this study was to develop a context-specific self-report measure of self-regulation and gather initial psychometric information to apply into the Self-Regulation Questionnaire (SRQ) in children and minors.

Research Methods: Information regarding the scales' factor structure, validity, and internal consistency was gathered using a sample of 102 children and minors in institutional care (children's homes and correctional facilities on the Czech Republic) along with results of a qualitative analysis that preceded the development of the instrument in hand and revealed a hierarchical model of self-regulated behaviour.

Findings: To examine the initial construct validity of the SRQ, all 30 items were submitted to principal component analyses with varimax rotation. The confirmatory factor analyses provided evidence for a solid factor structure in different samples. It is feasible to distinguish two temporal contexts (a long and short-term) including the behavioral, attention, emotional and cognitive domains.

Conclusions: The SRQ in children and minors has the potential to move the research on self-regulation in a new, viable direction. The SRQ will be further used to validate a predictive estimate of risk behaviour among children and minors living in differential social environments on the basis of the difference (deficit) in the process of self-regulation.

Key Words: self-regulation, questionnaire, institutional care, validation, teenagers

ID: 1418

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Institutional Effectiveness**

Revealing Mechanism of Self-Regulation in Children and Minors in Institutional Care

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Karla Hrbáčková - Mgr., Ph.D., Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, nám. T. G. Masaryka 5555, 760 01 Zlín, Czech Republic

Jakub Hladík - Mgr., Ph.D., Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, nám. T. G. Masaryka 5555, 760 01 Zlín, Czech Republic

**Problem Statement:** In their research, the authors focused on generating mechanisms involved in and affecting the process of self-regulation in children and adolescents living in institutional care, namely in children's home.

**Research Questions:** How the mechanism of self-regulation in children and minors in children's home function?

**Purpose of Study:** The aim of this research was to uncover/reveal the processes of self-regulation that shape an individual's interaction with the environment and their "confrontation" with the risk factors, i.e. to reveal the mechanisms regulating emotions, cognition, behaviour and attention in children and minors living in children's home.

**Research Methods:** The researchers used a system of inductive methods of qualitative research, i.e. coding procedures of grounded theory (Strauss, Corbin). As their research technique they chose the focus group, in selected children's home in the Zlín Region. The participants were seven respondents aged 12 to 16 years. The data were transcribed and processed using open, axial and selective coding.

**Findings:** Via open coding, 74 codes, later merged into 19 categories were abstracted and dimensionalised. Two process models - regulation of emotion and of cognition crystalised from the categories, merging into an important factor of motivation. Subsequently, a cyclic model of the influence of motivation on success was prepared. In conclusion, we have uncovered a hierarchical model of self-regulated behaviour.

**Conclusions:** We found that the staff plays a key role in motivating children and adolescents living in residential care facilities. Our findings points towards the theory of replacing intrinsic motivation by extrinsic motivation. Therefore we deem it necessary to apply a holistic approach aimed at developing social and emotional competencies, which is the basis for self-regulation of behaviour.

**Key Words:** self-regulation; children; minors; institutional care

ID: 1373

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Special Education**

Visual Motor Integration in Children with and without reading disabilities in Oman

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Ali Kazem - Dr., Sultan Qaboos University, Oman

Problem Statement: Visual motor deficits are usually observed as reduced functional abilities. A child with these deficits may exhibit problems in reading, writing, constructing, dressing, and other motor activities.

Research Questions: Are there significant differences in visual motor abilities between children with and without reading disabilities? Are there gender differences in visual motor integration in children with and without reading disabilities

Purpose of Study: This study aimed to examine visual motor integration abilities in children with and without reading disabilities. Additionally, we examined gender differences in visual motor integration in children with and without reading disabilities.

Research Methods: Full Range Test of Visual Motor Integration (FRTVMI) by Hammill, Pearson, Voress, and Reynolds (2006) was administered to a sample of 220 children with and without reading disabilities. The age of the participants ranged from 7-10 years.

Findings: Children with reading disabilities showed poorer performance on the FRTVMI than did the children without reading disabilities. There were gender differences in children without reading disabilities on the FRTVMI whereas there were no such differences in children with reading disabilities

Conclusions: Children with reading disabilities have deficit in visual motor integration. This may be attributed back to their atypical brain functioning.

Teaching strategies and early intervention should target this ability in order to enable them to learn better and improve academically.

Key Words: visual motor integration, reading disabilities, Oman

ID: 1155

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adolescent Growth and Development**

Southern Countries Youth and the Dream of Immigration

**MOHAMED AKLI FARADJI** - Dr, university of Abderrahmane Mira, Béjaia , ALGERIA

Problem Statement: The problem of youth immigration in Southern Countries is becoming an enquiry for contemporary sociologists. It has link with the world's economic crisis, but why do these youth immigrate?

Research Questions: What is the impact of the political and economic crises on immigration, on southern and European countries?

Purpose of Study: We aim at shedding light on how does economic crisis influence immigration of southern countries youth and whar are its consequences.

Research Methods: Our paper proposes a sociological ANALYSIS of phenomenon of youth in a Mediterranean context,

Findings: The conditions for social and professional integration of young people do not yet exist in the countries of the southern shore from the conditions of integration of young people in the countries of the northern shore of the Mediterranean Sea.

Conclusions: This totally antagonistic socioeconomic status has now become one of the main reasons that can explain both the dream of youth and their migration to the north

Key Words: youth, immigration, economic crisis, southern countries

ID: 1604

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Methods of teaching philosophy in technical higher educational institutions

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Serik Mendybayev - Candidate of philosophical sciences, Lecturer, KazNTU after K.I.Satpayev, Kazakhstan

Problem Statement: Relevance of the study is due to the new requirements that apply to Kazakhstan engineer in the contemporary socio-economic conditions in the world.

Research Questions: The system of value formation among students of technical higher educational institutions in the teaching of philosophy.

Purpose of Study: The research objective is theoretically to prove and approve system of formation of valuable orientations of students of technical colleges in the course of philosophy teaching.

Research Methods: The methods of research are methods such as analysis of the subject of research, study and analysis of the scientific and methodological literature on the topic of research, the study of the regulatory program and educational planning documentation, simulation, design, system analysis, synthesis, interview, summarize the results of the study.

Findings: As a result, the study identified the social, philosophical, psychological, and educational background of system design of value formation among the students of technical higher educational institutions in the course of teaching philosophy, and also proves the concept and designed the model of the formation of the value orientations of students of technical institutions in the teaching of philosophy.

Conclusions: In accordance with the object and purpose of the work was to determine the theoretical and practical implications of the design of the system of value formation among students of technical higher educational institutions in the teaching of philosophy. The refined concept of "value orientation" examined the psychological mechanisms of the system of value orientations of the individual.

Key Words: Philosophy, education, students, value orientations

ID: 1458

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

Enhance Primary School Students' social skills using Cooperative Learning in Mathematics

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**Problem Statement:** To response core curriculum policy, students get to co-work and learn together with others, have better social skills, happily learning and effectively results the students' academic achievement as well.

**Research Questions:** How to develop students' social skills and learning achievement, which obtained learning activities through the Cooperative Learning ?

**Purpose of Study:** 1) 80% of the students' social skills has developed and reaches 'good' level in behavioral evaluation result 2) 80% of students achieves 70% of the test scores

**Research Methods:** Experimental research, this research is specific case learning form : one – shot case study, using Qualitative and Quantitative analyses

**Findings:** 1) It was found that the overall social skills evaluation results in 100% of 36 students was in a good level by the mean scores at 3.81 2) In learning achievement, it was found that the mean scores in 100% of 36 students at was 89.15%, which passes the criteria set.

**Conclusions:** It was found that the teaching strategies to support students' social interaction skills development, increases mathematical knowledge, promotes team working skills, shares leadership role, plans for their learning ability, learn to say 'please/thank you'

**Key Words:** Social Skills, Cooperative Learning

ID: 1463

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Teacher Education**

Model of art cooperative learning activities of students Demonstration School

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sudjai srijamorn - Thirt Author, Faculty of Education Khon Kaen University, Thailand

Problem Statement: Demonstration school students lack of responsibility and their enthusiasm in learning the art.

Research Questions: Use any model of learning art activities that will lead to achievement

Purpose of Study: To compare the achievement of students before and after Instruction using cooperative learning of students at grade 4 Demonstration School Khon Kaen University

Research Methods: Experiments research using a one group pretest-posttest design data analysis by testing the difference in mean scores by testing the t (t-test) and evaluation of Friends assessment. 80 percent of students passed 70 percent of full marks

Findings: The results revealed that the achievement scores of students taught by cooperative learning model differs from earlier trials were statistically significant at the .01 level and the evaluation criteria in use by hundreds of friends and teachers. at 100.

Conclusions: Instruction using cooperative learning model that students were responsible for themselves and enthusiastic to work confidence thinking rationally can lead to changes in the behavior or development of the desirable attributes for the better.

Key Words: Cooperative learning activities

ID: 1446

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Teacher Education**

Strategy challenges the local wisdom applications sustainability in schools

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Assoc.Prof.Dr.Wallapha Ariratana - Second Author, Faculty of Education Khon Kaen University, Thailand

Dr.Prayuth Chusorn - Third Author, Faculty of Education Khon Kaen University, Thailand

Problem Statement: Local Wisdom was important to stay close with school. They might be ignored because of the advances in the industry and technologies, so need to gather information about them

Research Questions: What were the key elements of appropriate model and strategy challenges with application of local wisdom in school ?

Purpose of Study: 1.To proposed an appropriate model with application of local wisdom in primary school. 2. Synthesized strategies to challenging the local wisdom for sustainable use in schools.

Research Methods: Descriptive research uses the principle Mixed Method with a study of the Quantity research and Quality research.

Findings: Appropriate form with following an essential element the governmental and private sectors had to cooperate in promoting learning and teaching of community , Administrators had to lead their local Education, encourage the family and community to be aware, and collaborate in learning, and teachers' role, managing a variety of learning and teaching techniques without holding on books only

Conclusions: The key findings of this study were 1) leadership approach was more likely to be displayed at the societal, and at the organizational levels through fulfilling visions, solving problems, 2) combination of humility and strong professional , wisdom was applied to leadership, it enables leaders to be highly effective and yet remain ethical in an organization.

Key Words: Local Wisdom, Strategy Challenges



ID: 1654

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Institutional Effectiveness**

Relationship between Strategic Leadership and School Effectiveness

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Wallapha Ariratana - Dr, Faculty of Education, Khon Kaen University, Khon Kaen Thailand

Problem Statement: The strategic leadership is an essential for school administrative personnel,

Research Questions: What are the relationship between strategic leadership performance and school effectiveness.

Purpose of Study: 1) Level of strategic leadership 2) The relationship between strategic leadership performance on school effectiveness.

Research Methods: Survey

Findings: strategic leadership was ranked at high level, showed from high to low level as; strategic implementation, monitoring and evaluation, organization culture, and the specification of strategy respectively.

Conclusions: As for the relationship between strategic leadership and school effectiveness, there was a positive correlation at medium level with statistically significant difference at 0,01 level

Key Words: Strategic leadership, schools effectiveness

ID: 1689

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Teaching Thai language to Thai children in Switzerland.

Mrs.**Pratanporn Jamcharoensup** - First Author, Education Faculty , Khon Kaen University., Thailand

Problem Statement: The teaching Thai language to Thai children in Switzerland program started in 1996 . Currently, the researcher is interested in the essential characteristics of teaching Thai

Research Questions: How is the teaching of Thai language to Thai children at the Buddhist temple school in Switzerland conducted ?

Purpose of Study: The purpose of this study is to study the form and manner of teaching Thai language to Thai children in Switzerland.

Research Methods: Qualitative research techniques were used to conduct the research in the years 2010 – 2011 by studying the information from the monks, volunteers, and parents.

Findings: The classes are at six levels from 1- 6 and determined by the ability of the learners and their age. The teachers are volunteers and monks. The course content includes both Thai language and culture. The classes are conducted once a week on Sunday afternoons and one and a half hours each, over a period of 40 weeks.

Conclusions: The results of the research showed that monks, volunteers, and parents have together cooperation .Thai parents who are aware of the need and require their children to learn Thai language and culture results in them being able to communicate and understand their Thai relatives and Thai people in general.

Key Words: Teaching Thai language in overseas

ID: 1455

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

The development of integrated learning process by using Project-base Learning.

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Problem Statement: Education in the modern world is required to provide individuals with learning skills, self-management ability, problem-solving skills, critical thinking skills, and the ability to work with others.

Research Questions: How to improve students' learning outcomes by integrated Project-based Learning to classroom.

Purpose of Study: This study was to improve learning outcomes of grade-II students in the topic of 'Worth of Money' by integrated Project-based Learning to the classroom.

Research Methods: This study was the Classroom Action Research, which conducted during November 1st, 2012. to February 28th, 2013.

Findings: When we began to apply the project-based learning into the classroom, student started attention to learning activities into small group. Teamwork had gradual forming, and working cooperated. The group process was developed by discussing together. Group process and all activities in the project-based learning had led all students to practice how to use their money in their daily life.

Conclusions: Project-based learning is could be able to improve students' outcomes in mathematics and other subjects, to problem-solving skills and develop critical thinking skills. Project-based learning can improve student's self-confidence all learning subjects. Student who is teaching technique, not only to get high achievement but also the best for their life-long learning for success in knowledge-based economy and society.

Key Words: Project-based Learning, Problem-solving, Critical Thinking

ID: 1462

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Teacher Education**

The Developing of an Instructional model for Thai reading comprehension ability

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Problem Statement: Most students reading Thai language comprehension of the  
story that are unreadable.

Research Questions: Use any form of an Instructional model for Thai reading  
comprehension ability?

Purpose of Study: To create and develop patterns of teaching in order to develop  
and enhance skills in reading and understanding Thai language. To compare  
achievement Thai language.

Research Methods: Experimental research, divided by the control group and the  
experimental group which is derived from a random group.

Findings: Results were that the experimental group who were taught using the an  
instructional model to develop the skills reading comprehension achievement of  
learning Thai language than in the control group receiving regular teaching method  
as well were statistically significant at .05.

Conclusions: Being taught by the book form comics as a lesson that students learn  
and enjoy be happy in school and can read Thai language better comprehension  
which can be used with other subjects as well.

Key Words: Instructional model Thai reading comprehension ability

ID: 1371

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Effective Teaching Practices**

Development of Turkish students' cultural competence in learning Kazakh.

**Aisulu Nurzhanova** - Candidate of Philology. Senior lecturer , Suleman Demirel University, Kazakhstan

Problem Statement: Formation of cultural competence and cultural awareness of Turkish students for choosing adequate linguistic strategies in Kazakh culture. The problem of conflicts between "own" and "foreign" cultures via language.

Research Questions: • Factor analysis of effective Kazakh language learning via Kazakh culture by Turkish students in Kazakhstan. • Investigation of personal intercultural competences • Effective Strategies choice for intercultural communication

Purpose of Study: Cultural awareness of Turkish students is a condition of successful language learning. Knowledge of cultural aspects gives the opportunity to develop interpersonal qualities and get rid of negative stereotypes. Cultural awareness is necessary for forming skills of choosing adequate behavior strategies. Substituting communicative oriented approach by cultural oriented one.

Research Methods: The present study has been conducted with 20 Turkish students studying in Kazakhstan. The basis for the analysis is • a substantial body of literature analysis • Qualitative analysis • Content analysis of interviews •

Descriptive and Contrastive analysis. The Turkish students took part in an experiment of intensive Kazakh language learning to reduce the distance in intercultural communication.

Findings: The principles of language studying via "foreign culture" are topical and effective. Having investigated the problem it was specified that Turkish students have stereotypes. Using the nationally oriented lexis it became possible to overcome the stereotypes and have mutual understanding and respect to Kazakh culture. In cultural dialogue there are the conditions for understanding value bases of Kazakh people.

Conclusions: Formation of cultural competence of Turkish students is of great importance with the development of cultural, economical and educational connections between countries. The cultural errors are more suffering than linguistic and make negative impression. That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio linguistic peculiarities and uniqueness of national culture.

Key Words: Cultural competence, stereotypes, awareness, strategies, concept, national lexis

ID: 1324

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Social emotions and cognition: how shame and guilt affect working memory

**Cesare Cavallera** - Phd, candidate, CESCO - University of Milano-Bicocca, Italy

**Alessandro Pepe** - University of Milano-Bicocca

Problem Statement: The relation between cognition and emotion has been increasingly explored in literature but few studies have explored the relations between social emotions and cognitive performance.

Research Questions: How shame and guilt experiences affect working memory performances?

Purpose of Study: Purpose of the study is to explore the role of shame and guilt in cognitive performances and in working memory processes.

Research Methods: Undergraduated students were assigned to a dual task in order to test their working memory abilities. They were then randomly assigned to three different writing disclosure tasks: shame condition, guilt condition and neutral condition. They were finally assigned to a new dual task session in order to analyze differences on cognitive performances between the emotional and the neutral conditions.

Findings: Significant differences of dual task performances related to the shame, guilt and neutral conditions were found. Shame and guilt subjects were related with lower cognitive performances than neutral conditions subjects. In particular, regression analysis suggests that shame affected clearly working memory performances

Conclusions: Negative social emotion experiences can affect cognitive performances and working memory processes. Most of the times difficulties in understanding and remembering information in school contexts are managed through cognitive enhancement only. Helping students in coping with shame and guilt feelings as well, would improve their performances by increasing their ability to manage negative social emotions.

Key Words: Social emotions, Shame, Guilt, Working memory

ID: 1158

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Special Education**

Am I a different student in Higher education?

**Natalia Gomes** - Profesor, Guarda Polytechnic Institute , Portugal

Problem Statement: Prisoners, though deprived of their liberty, shouldn't result in further deprivation of human rights, among which include the right to HE. How can I learn teach in this condition?

Research Questions: How to teach in HE a prisoner, it's the methodology the same, are the practice used equal to the 'normal' students, can I used my platafform and Internet.

Purpose of Study: The purpose is to analyse the historical trajectory of the inclusion of education in prisons in Portugal and present the Portuguese structure and constitution. We also present, a case study developed in 2010-2012 between Guarda Polytechnic Institute and the penitentiary institutions located in the same town, Guarda.

Research Methods: Literature search about Portuguese structure and constitution law and personal interviews to three teacher from different areas (spanish, informatics and management) who have taught the prisoner.

Findings: The findings have showed us that the Portuguese constitutions is clearly adapt to the necessity of prisoners on the field of education. Portuguese law define correctly how to incentive and educate on a prison. In what respects to our case study we have find that teachers must have and develop different strategies to this kind of students to succeed.

Conclusions: Integrated a prisoner student on a HE course isn't the same as given a regular class. Several difficulties such as haven't Internet or access to the platform enables the student to have a continuous evaluation or participate in pedagogical methods used in the classroom. We can affirm that the effort to study teach it's harder for teachers and students.

Key Words: education, higher education, special education, prisoner

ID: 1643

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Adult and Continuing Education**

Motives, beliefs and motivational profiles of learners enrolled in adult education

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Marina S Lemos - Phd, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal

Teresa Gonçalves - Phd, Escola Superior de Educação do Instituto Politecnico de Viana do Castelo, Portugal

Problem Statement: To promote adult learners' enrollment, persistence and successful completion of educational courses, it is crucial to understand their motives, beliefs and goals, and how these relate to learners' personal characteristics

Research Questions: What motivates adult learners; how do motives and self-efficacy beliefs relate to personal characteristics and educational course; what main motivational profiles emerge.

Purpose of Study: 1)to identify the main motives (intrinsic/extrinsic) and self-efficacy beliefs of adult learners; 2)to investigate how personal factors (gender, age, employment status, education level) and specific educational courses relate to motivational variables; 3)to explore adult learners motivational profiles.

Research Methods: Participants were 300 adult learners from 3 different adult educational courses(short courses/long-professional courses/long-nonprofessional courses). Instruments: (i)Motives for Training Questionnaire (Carré, 2001); (ii)Self-regulation of Learning Questionnaire (Williams &Deci, 1996); (iii)Adult Self-Perception Profile (Harter & Messer, 1986); (iv)PALS-Academic Efficacy Subscale (Midgley et al., 2000). Analyses of variance were conducted for group comparisons; cluster analysis was used to explore motivational profiles.

Findings: -Epistemic and Vocational motives were the main motives for enrollment; self-efficacy for the course was moderately high. -Extrinsic motivation was higher for unemployed subjects, for male subjects, and in long-professional courses; self-efficacy was higher for older subjects. -3 motivational profiles emerged: low intrinsic/low extrinsic motivation, low self-efficacy; high intrinsic/high extrinsic motivation, moderate self-efficacy; high intrinsic/low extrinsic motivation, high self-efficacy.

Conclusions: The identification of variables influencing adult motivation may contribute to better design adult education courses that promote enrollment, persistence and successful completion. Motivation profiling evidenced diverse types of learners that can interact differently with the course requirements and resources.

Key Words: Adult education; motives; self-efficacy; personal determinants



ID: 1648

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Special Education**

Personal and social factors influencing students' attitudes towards peers with special needs

**Teresa Gonçalves** - PhD, Instituto Politécnico de Viana do Castelo, Portugal

Marina Lemos - PhD, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal

Problem Statement: Within inclusive education, it is crucial to consider how students with special needs (SN) are valued as members of school community and may fully and actively take part in school-life

Research Questions: How students value their peers with SN; What are the personal and social factors influencing students' attitudes towards SN peers; How social competence relates to attitudes towards SN peers

Purpose of Study: 1)to explore the psychometric properties of the Portuguese version of the CATCH 2)to assess students' attitudes towards peers with SN 3)to understand how personal factors (age, gender, school achievement and social competence) and social factors (contacting with persons or family member with SN) predict students' attitudes variation

Research Methods: Participants were 200 Portuguese students from 6th to 12th grade. Instruments were administered during class: (i) CATCH (Rosenbaum, Armstrong & King, 1984), comprising a cognitive and an emotional-behavior subscale (ii) Social goals Scale (Wentzel, 2000), comprising a social responsibility and a prosocial subscale. We conducted factor analysis (EFA/CFA) on CATCH and stepwise regression analysis using attitudes as dependent variable.

Findings: Factor analysis on CATCH indicated two subscales with good reliabilities. Emotional-behavior attitudes were higher in girls and in students with contact with SN peers and showed moderate correlations with social competence; Cognitive attitudes were higher in older students and were not related with social competence. Prosocial goals were the best predictor of attitudes towards SN peers. Conclusions: Results showed that attitudes towards SN peers may be influenced by personal and contextual factors. Confirming other findings girls showed more positive attitudes. Also students who have contact with SN peers have more positive attitudes, evidencing the potential impact of inclusive settings. The relation found between attitudes and social competence (mainly prosocial goals) has implications for educational intervention.

Key Words: special needs; inclusion; social competence

ID: 1366

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Higher Education**

Behaviors in Preventing Sexually Transmitted Diseases Among Students in Higher Education

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Problem Statement: AIDS is one of the issues currently faced by Thai society, and it is considered a borderless issue in today's world.

Research Questions: What is the behaviors in preventing sexually transmitted diseases and AIDS among students in higher education?

Purpose of Study: to study the behaviors in preventing sexually transmitted diseases and AIDS among students in higher education in Thailand

Research Methods: to collect quantitative data by using questionnaires with first to fourth year undergraduate students in public universities, totaling 293 persons. The sample group was randomly selected using stratified random sampling

Findings: they had an incorrect understanding and practice on how to prevent sexually transmitted diseases and AIDS. For example, the students chose to have sexual relations with people who are good looking, have a good body image and look clean, because they believed that, with these people, they would be safe from sexually transmitted diseases and AIDS.

Conclusions: Most of the students used condoms when having sex for the first time and every time when having sex. However, most students did not regularly keep themselves informed on the available information regarding sexually transmitted diseases and AIDS

Key Words: sexually transmitted diseases and AIDS prevention

ID: 1512

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

The social climate in the environment of primary schools

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Zuzana Navrátilová - Miss, Czech, student, Czech Republic

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Problem Statement: Research central theme is to investigate social climate in the environment of standard and alternative primary schools. School climate affects students' social behaviour as well as their learning outcomes.

Research Questions: Are there differences between the perception of social climate in classrooms of standard and alternative primary schools; Does educational environment have an impact on perception of classes' positive climate?

Purpose of Study: The aim is to determine the quality of social climate in classrooms of primary schools compared to standard and alternative schools in selected indicators. In favourable climate characterized by specific conditions increase in school effectiveness can be expected. That's why school climate surveys are recently the accentuated category.

Research Methods: This quantitative comparative investigation involving use of a revision of a standardized questionnaire MCI (by authors B. J. Fraser, D. L. Fisher) adjusted for Czech environment, whose authors are J. Mares, J. Lašek. The questionnaire is designed to measure social climate in primary schools, grades 3-6. Non-standardized questionnaire of our own design was also used for teachers.

Findings: Learning, behaviour and motivation of students are influenced by micro-social environment, known as classroom's social climate. On selected indicators, results of our research identified subjective views of students towards classroom climate. Furthermore, we investigated the influence of educational environment on the perception of positive climate in classes in standard and alternative schools.

Comparison of results was carried out.

Conclusions: Research results point to creation of some kind of "hidden curriculum" affecting relationships between people, how they act and treat each other. Research results of the classes social climate can help teachers identify possible ways of working in classrooms, which will increase efficiency of education, not only in relation to the variables, but also in relation to educational environment.

Key Words: Social climate, education, educational environment

ID: 1499

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Basic Education – basic skills**

Family and school - partners or rivals?

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Problem Statement: The central theme of the research is to investigate relationships between family and school. Research identifies expectations held by parents and teachers and how they mutually agree or disagree.

Research Questions: What are the expectations of parents towards schools and schools towards the parents; What teachers consider as crucial for the success of their work?

Purpose of Study: Aim is to determine quality of relationships between school and family, focusing on mutual expectations. Expectations are characterized as unique process influenced by specific conditions of families and schools. Other objectives are to describe relationships and determine compliance or non-compliance on division of basic tasks between school and family.

Research Methods: It is a qualitative survey, which allowed to penetrate deeper into relationships and connections. The research involved 44 parents and 16 teachers from primary education. Given the nature of the research a deliberate choice was carried out. Both groups of respondents went through a semi-structured interview, then the answers were coded and analysed.

Findings: Research results show that addressed parents don't feel the need to change school; they welcome fewer domestic responsibilities associated with school. For investigated parents, education is as important as their child's satisfaction. Teachers expect collaboration by preparing child for school, it's seen as necessity for success of their work. Obtained results allow us to describe the real relations.

Conclusions: Results from our research describe parents and teachers mutual expectations, present views from both parties concerning the extent and form of co-operation. Results allow us to describe the real shape of relations in primary schools based primarily on personal face to face communication. We believe results can be a good inspiration for procedures that should build partnerships and co-operation.

Key Words: expectations, relationships, attitudes, communication, partnership

ID: 1640

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **New approaches in Psychology**

Relationships between intrinsic motivation, extrinsic motivation, and achievement along elementary school

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Problem Statement: Clarifying the relationships between intrinsic and extrinsic motivation and their effects is critical for offering a more complex perspective on which types of motivation promote optimal learning and achievement

Research Questions: Are intrinsic and extrinsic motivations two independent forms of motivation or, alternatively, opposite poles of the same continuum ranging from a poor (extrinsic) to a good (intrinsic) form of motivation

Purpose of Study: 1)To test empirically the conceptualization of intrinsic motivation (IM) and extrinsic motivation (EM) as two independent types of motivation 2)To explore the relationships between IM and EM through elementary school 3)To analyse the relationships of IM and EM with academic achievement through elementary school

Research Methods: Participants were 216 students from 18 elementary public schools. Independent measures were used to assess intrinsic and extrinsic motivation separately. Principal components analysis was conducted on those data. Student's achievement was averaged across teacher's ratings for language and math. Students were longitudinally assessed four times from the beginning of third grade through the end of elementary school (fourth grade).

Findings: Dimensional analysis evidenced separate IM and EM scales. IM and EM showed modest correlations. Longitudinally, a shift from modest positive relations to modest negative relations between IM and EM was apparent by the end of elementary school. IM was positively related to student's academic achievement. EM was unrelated to academic achievement for younger children, and negatively related for older students

Conclusions: Results supported the importance of assessing intrinsic and extrinsic classroom motivation independently. This approach confirmed that IM and EM are not necessarily contradictory and can coexist. It also allowed evidencing that whereas IM is steadily associated to better learning and achievement, a negative relationship between EM and academic achievement seems to emerge at the end of elementary school.

Key Words: Intrinsic-motivation; extrinsic-motivation; elementary school; academic achievement

ID: 1461

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Higher Education**

Challenges strategies for driving to success in research of Khon Kaen University

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Dr.Arkorn Eungpuang - Forth Author, Faculty of Education Khon Kaen University, Thailand

Problem Statement: The challenge of Thai Higher Education System was development of university which would lead to overcoming the crisis problem from low quality in higher education to excellent quality

Research Questions: What and how about challenges strategies for driving to success in research of Khon Kaen University, to be effective research university?

Purpose of Study: The objective of this research was to study challenges strategies for driving to success in research of Khon Kaen University, to be effective research university.

Research Methods: 3 phases of Policy Research (Mixed Method)

Findings: Aspects of strategies were the product, research environment, and recognition in research. Each aspect was associated with 3 tasks as: the instruction, budget resource and staff management, and research management. Since the challenges strategies would be accepted and practiced. KKU should enhancing the participatory working climate and culture in order to accomplish the state of sustainable research university.

Conclusions: The researcher viewed that in order to provide strategies and mechanisms to drive to success as a result of research studies, to be accepted, put into efficient and effective practice, KKU should create "Participatory Working Climate and Culture to accomplish the sustainable research university," to be occurred with the administrators and practitioners in different levels truly and extensively.

Key Words: challenges strategy, research environment, research university

ID: 1651

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Leadership and Collaborative Policy**

Charismatic Leadership Behavior of Basic School Principals in Thailand

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Kanokorn Somprach - Dr, Faculty education, Khon Kaen University, Thailand

Problem Statement: School principals are lack of leadership to enhance the school effectiveness and teacher professional development

Research Questions: What are the factors and the behavior of Charismatic Leadership in Thai primary school principals

Purpose of Study: To study the behavior of charismatic leadership and influencing factors on the charismatic leadership for principals

Research Methods: Survey

Findings: The average level of charismatic leadership of the basic school principals were high and behavior of referent power, empowerment, and self-concept on the charismatic leadership for principals in basic education schools with the significantly differences at .01

Conclusions: The average level of charismatic leadership of the basic school principals were high and behavior of referent power, empowerment, and self-concept on the charismatic leadership for principals in basic education schools with the significantly differences at .01

Key Words: Charismatic Leadership, School Principals, empowerment

ID: 1529

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Teacher Education**

The achievement development model of Primary school

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Problem Statement: The national test found that many schools are not up to standard and students with low learning achievement.

Research Questions: 1. What are the achievement development model of school? 2. The school have before and after are different or not?

Purpose of Study: 1.To study the achievement development model. 2.To compare the achievement of school between before and after using the achievement development model.

Research Methods: Rerearch and Development

Findings: 1.The achievement development model consists three parts:

Part1introduction consists the policy of the school 5 stars; the third star is raising achievement.Part2 consists the implementation strategy to develop academic achievement Part3 consists of supervision inspection monitoring and evaluation of development achievement 2.The achievement between before and after using model differences are statistically significant at the.05

Conclusions: The primary schools apply the achievement development model to improve student achievement and through the assessment criteria of achievement from the assessment of the Office of Standards and Quality Assessment.

Key Words: The achievement development model.thequality assessment



ID: 1681

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Basic Education – basic skills**

Soft Skills of New Teachers in the Secondary Schools, Thailand

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Problem Statement: It often said that hard skills will enable individuals to obtain an interview but soft skills enable individuals to secure a job.

Research Questions: What soft skills and levels do new teachers in the secondary school have currently?

Purpose of Study: This research objective was to study soft skills of new teachers in the secondary schools of Khon Kaen Secondary Educational Service Area 25, Thailand.

Research Methods: The data were collected from 60 purposive samples of new teachers by interviewing and questionnaires.

Findings: The results were informed that new teachers have all of soft skills at high level totally. Communicative skills were highest among seven of soft skills and next Life-long learning and Information Management skills, Critical and Problem solving skills, Team work skills, Ethics, Moral and Professional skills, Leadership skills, Innovation Invention and Development skills were the lowest skills.

Conclusions: Based on the research findings obtained, the sub-skills of seven soft skills will be considered and utilized in the package of teacher development program of next research.

Key Words: Soft Skills, New Teachers

ID: 1520

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Teacher Education**

Teacher development aspects integrated Instruction in primary schools.

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Problem Statement: Primary school teachers have not been developed learning management of integrated Instruction effectively with the students has Increased of learning achievement.

Research Questions: Teaching skills of teachers between before and after school to develop of integrated instruction is different or not, and how student achievement further?

Purpose of Study: 1. To compare the skills of teachers in the integrated instruction between before and after development. 2. To enhance student achievement of students who have been learning activities of integrated rose 70 percent.

Research Methods: Mixed Method consisted of quantitative and qualitative

Findings: 1. The Learning Management skills to integrated instruction the development between before and after the development of a significant difference at .05. 2. The achievement of students who had been learning integrated instruction Increased 75 percent.

Conclusions: The teacher developing, seminars by invited experts with the knowledge and understanding to practice on learning activities of integrated instruction to practice in the classroom the supervision process was an ongoing organization.

Key Words: Integrated instruction, The teacher development

ID: 1692

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Soft skills for University Library Staff in Thailand

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Kanokorn Somprach - Assoc. Prof. Dr., Department of Educational Administration, Faculty of Education, Khon Kaen University, Khon Kaen 40002, Thailand

Problem Statement: Soft skills were the essential characteristic for people in the 21st century. University library staff have to develop this 7 soft skills.

Research Questions: What are the essentials soft skills for the library staff?

Purpose of Study: To explore library staff soft skills in Khon Kaen University. To study the guidelines of soft skills development.

Research Methods: Conducting a survey using questionnaires sent to library staff to find out current state of practices of soft skills and prioritize which soft skills are required. Select above librarian for open-ended interviews about components of development program to improve soft skills in library.

Findings: Innovation, Communication skills and Life-long learning and information management are three of the most important soft skills, as seen by KKKU Library staff.

Conclusions: the program that should be developed is a self study for a period of two months. First phase involves an intensive workshop, second phase is an on-site visit to investigate good practices and lastly action research carried out in workplace.

Key Words: Library staff, Soft skills, Professional development

ID: 1649

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Basic Education – basic skills**

Soft skills for private Basic Education schools in Thailand

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Junrat Sitthisomjin - Mrs., Faculty of Education, Khon Kaen University, Thailand

Problem Statement: In addition to pedagogical knowledge and expertise in teaching contents, teachers need to compliment core competencies with soft skills that can significantly help to improve performance of students

Research Questions: What are the soft skills thought to be most important by basic education teachers in order prepare students for a multicultural environment

Purpose of Study: Investigate the soft skills necessary for teachers to prepare students for multicultural environment such as the ASEAN community. Focusing on private schools that undergo preparation and reform teaching practices through teaching innovation. Learning from their experiences the factors that exhibits attributes of soft skills.

Research Methods: Conducting a survey using questionnaires sent to teachers in 6 private schools to find out current state of practices of soft skills and prioritize which soft skills are required. Select above teachers for open-ended interviews about components of development program to improve soft skills in schools. Lastly, host a focus group discussion attended by teacher soft skills experts.

Findings: Listening skills, verbal communication and teamwork are three of the most important soft skills, as seen by basic education teachers. These are integrated as core of teachers development program designed to equip teachers with skills set for multi- culture era. These skills compliments ability to communicate in different languages and work with foreign teachers and students.

Conclusions: The life-long learning process needs to change and preparation must be made to enhance knowledge and adapt teaching process suitable for multicultural environment to achieve effective teaching methods and quality learning for students. In addition core competencies, soft skills are necessary for the improvement of teacher quality and promoting teacher professionalism.

Key Words: Soft skills, Professional development, Private sector

ID: 1581

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Basic Education – basic skills**

Soft Skills Development to Enhance Teachers' Competencies in Primary Schools

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Pongtorn Popoonsak ,Ph.D. - second author, Faculty of Education, Rajabhat Mahasarakham University, Thailand

Problem Statement: Soft Skills was important thing to improve the teachers' competency in their profession into professional.Education Program will enhance them to be effective professional teachers

Research Questions: What are the resaults of the soft skills development programe for the primary teacher?

Purpose of Study: The main aims of this study were to develop the program for soft skills development of the teacher and to study the outcomes of the program.

Research Methods: Research & Development

Findings: the programme found that the teachers improved and modified the lesson plan for more than 80%. They had their own innovation, and more soft skills particularly, their communication and presentation skill, innovation development, and teacher leadership respectively. For the students, they had higher level of learning achievement and were happier with their teachers' learning management.

Conclusions: After implement the programme found that the teachers improved and modified the lesson plan for more than 80%. They had their own innovation, and more soft skills particularly, their communication and presentation skill, innovation development, and teacher leadership respectively. For the students, they had higher level of learning achievement and were happier with their teachers' learning management.

Key Words: Soft skills,Teachers' Competencies

ID: 1352

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Leadership and Collaborative Policy**

LEADERSHIP NEGOTIATION PROCESSES' SKILL AS CORRELATES OF INTRA-UNIVERSITY CONFLICT RESOLUTION

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Department, Fac. of Educ. Ibadan, Oyo State, Nigeria

Problem Statement: Conflicts which ranges from genral rehabilitation and staff welfare involve university staff and students as the case may be are usually directed at the governments and university administrators.

Research Questions: What are the factors that cause conflicts in the universities?

Purpose of Study: To identify areas where conflict arises in the universities and find how leadership negotiation processes'skill could resolve the identified issues

Research Methods: University staff were stratified into three faculties and random sampling technique was used to select the samples. A four point Likert-scale questionnaire designed by the researcher containing 25 items was used. Reliability coefficient of 0.85 was obtained using, Test Re-test statistical tool. Mean, Standard Deviation computation and Pearson Product Moment Correlation, for the demographic data and the research questions

Findings: It was discovered that among others causes of conflict in university, staff welfare package has the highest percentage. Also,there is positive relationship between leadership negotiation skill and conflict resolution.

Conclusions: Leaders should try to identify the needs of staff, be open , not to be dogmatic, be ready to shift ground and reach agreement with the staff amicably.

Key Words: Negotiation, leadership, conflict, resolution, intra-university

ID: 1227

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Values and research potential in students of medical and human sciences

**Natalia Iskra** - Dr., Saint Petersburg State University, Russia

**Natalia Moskvicheva** - Dr., Saint Petersburg State University, Russia

Problem Statement: The actual problem is to study the relationship between the values and peculiarities of students in the humanities and the ways of realization of their research potential.

Research Questions: What is the correlation between personal values and peculiarities of students and the research potential; which values facilitate or impede realization of research potential?

Purpose of Study: Purposes of the study were: - To study the level of research potential and its components in humanities students. - To reveal value groups that make influence on realization of students' research potential.

Research Methods: Sample: 100 students of medical, psychological and philosophical faculties. Methods: Research Potential Inventory (N. Bordovskaja, S. Kostromina, S. Rozum, N. Moskvicheva, N. Iskra, 2013 in press); a questionnaire for students; Technique of studying individual attitudes (Potemkina O.); Personal Orientation Inventory (POI), (Shostrom E., adapted form) Descriptive statistics, Mann-Whitney U test, chi-square test, correlation analysis were used.

Findings: The levels of research potential and its components were different in students from different faculties. Students' personal characteristics and values correlated with their peculiarities of research potential realization. Terminal values of material and social directedness correlated with students' high activity in external forms of the research work. The value of knowing correlated with a higher level of research potential.

Conclusions: Students' realization of research potential and their research activity and attitude to studies correlate with prevailing terminal personal values and personal characteristics. The outcome of this research can be used for development of programs for increasing students' research activity.

Key Words: students, personal values, research potential

ID: 1043

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Effective Teaching Practices**

Determine textbook learning enhancement as perceived by students and lecturers.

**Nico Martins** - Prof, Academic, South Africa

Problem Statement: To determine to what extent textbook characteristics enhance learning – as perceived by lecturers and students.

Research Questions: Do students and lecturers differ in their expectations and satisfaction of textbook usage?

Purpose of Study: The purpose is to determine to what extent textbook characteristics enhance learning. The research focuses on the analysis and interpretation of the two scale items, using quadrant analysis to determine agreement of students and lecturers, as well as the importance of textbook characteristics and if it enhances learning.

Research Methods: Quadrant analysis – was used to analyse the items with two scales. Quadrant analysis is a graphic technique used to analyse importance, and agreement ratings. It produces a grid showing which attributes are important among those that are used to deliver service. Quadrant analysis was conducted on the top two questionnaire box scores for both importance and agreement ratings.

Findings: The results show that both groups experience a number of characteristics as being important and they are also satisfied with it. The results also show important differences between the perceptions of lecturers and students. The results of interest and value to textbook writers and publishers are the results which are perceived as an “overkill”.

Conclusions: Lecturers who embark on writing a textbook, should take note of the characteristics that enhance learning. In addition, they should be aware of those characteristics with low importance and low satisfaction and those with low importance and high satisfaction. It is also important that publishers take note of the research and cooperate closely with lecturers when planning academic textbooks.

Key Words: Quadrant analysis, textbook characteristics, enhance learning



ID: 1372

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Effective Teaching Practices**

Integration in Italian Primary Schools: The voices of Immigrant Children

**Paola Dusi** - PHD, University of Verona, Italy

Marilyn Steinbach - Phd, University of Sherbrooke, Canada

Problem Statement: In Italy, the presence of immigrant children is constantly increasing. During their school attendance they met significant academic and educational difficulties. This study tried to support their integration.

Research Questions: "How was your experience in schools? What difficulties did you encounter? Who helped you? What would you suggest to help the integration of an immigrant child in class?"

Purpose of Study: Considering their points of view could be helpful in order to develop some useful reflections on their experiences and needs, and to design educational interventions to support their integration, based on their point of view as "sophisticated thinkers and communicators".

Research Methods: Research participants were 15 children, aged 10 to 11. We used: a. focus group in order to identify the most important areas of investigation; b. conversational interview (Dockett, 2005). All interviews were recorded and transcribed. During the focus group and interviews, the children's teacher helped to create a reassuring atmosphere for the children (Lahman, 2008).

Findings: In the process of their socio-academic integration, the children we interviewed emphasized the importance of mastering the second language to be able to enter into the new world; the role of personal relationships with classmates and teachers in order to promote a sense of belonging in class, in school and in the host society.

Conclusions: Because of the limited size of our sample, these findings shouldn't be viewed as representative, yet they seem to confirm the results of previous research (Moro, 2010). There are still unanswered questions and a need for further research in the study of the successful long-term integration process of migrant children.

Key Words: immigrant children, primary school, integration, belonging

ID: 1347

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Assessment and Evaluation**

Learning from text in late elementary education. Comparing think-aloud protocols with self-reports

**Emmelen Merchie** - Mrs., Ghent University, Belgium

Hilde Van Keer - Mrs., Ghent University, Belgium

Problem Statement: Although measuring pre-adolescents' text-learning strategy use with self-report inventories is most convenient for large-scale research, their use is accompanied with some concerns and their validity has been criticized.

Research Questions: Does using the text-learning strategy inventory (TLSI) provides a valid alternative for the more time and labor-insensitive data-gathering think-aloud method?

Purpose of Study: This study aimed to compare two different methods(i.e., self-report questionnaire and think-aloud method)for measuring pre-adolescents' text-learning strategy use.More specifically, scores on the subscales of the TLSI (e.g., summarizing, highlighting, rereading, monitoring) were compared with the frequencies of students' strategy use based on coded think-aloud protocols

Research Methods: Twenty fifth and sixth-grade students from two different elementary schools participated. Students were asked to study a 491-word informative text while thinking aloud. Afterwards, students completed the retrospective task-specific TLSI. Spearman's rho was used to calculated the correlation between the coded think-aloud protocol frequencies and the scores on the different subscales of the TLSI.

Findings: Moderate to high correlations were found for strategies reflecting cognitive text-processing and text-learning activities(e.g.,structuring, summarizing, rereading and retelling texts).Rather low correlations were found for metacognitive and motivational strategies (e.g., monitoring and self-efficacy).This can be partially explained by the fact that the use of some specific strategies was not elicited during the think-aloud process.

Conclusions: To study pre-adolescents' text-learning strategies on large-scale samples, the TLSI provides an acceptable alternative for the more time and labor-insensitive think-aloud methodology. However, multi-method research remains encouraged. Therefore, it is advised to complement the self-report data gathered with the TLSI with trace analysis (i.e., analyzing observable indicators students produce while studying, such as text annotations or summaries).

Key Words: Text-learning strategy use,elementary education,think-aloud, self-report

ID: 1453

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Understanding teacher professionalism in a system in transition - Kosovo case

**Blerim Saqipi** - PhD Candidate, University of Jyväskylä, Finland

Problem Statement: Understanding teacher professional though may be viewed through common dimensions is still very much influenced by the contextual factors in which teachers' work is placed

Research Questions: What is current teacher professionalism in Kosovo school system? What are the main contextual factors that shape teacher professionalism in Kosovo?

Purpose of Study: The purpose of the study is to examine the current teacher professionalism in Kosovo, the way teachers view their role as well as elaborate the contextual factors that shape this professionalism. Teacher professionalism will be examined against the 4 ages of professionalism categorized by Andy Hargreaves (2000)

Research Methods: This will be a qualitative study using data from the interviews with teachers at the beginning stages of their career (3-10 years of experience). In addition data will be generated by studying the relevant policies that steer the work of teachers and schools in general with the view of understanding the contextual factors.

Findings: Teachers in Kosovo adhere more towards the ages of pre-professionalism and autonomous professionalism. In other words teachers in general view teaching as an easy and technical activity without the need to respond to external demands placed on school system in general and teachers' work in particular. This view though is influenced by a number of contextual factors and policies.

Conclusions: Education systems in transition in view of limited resources should center their education policies around teacher identity and professionalism development. Teacher professionalism should be viewed as a non-linear development path rather than a point to reach. Teacher education policies and practices should be developed in view of helping teachers understand themselves and their role in light of reform expectations

Key Words: teacher professionalism, education policies, contextual factors

ID: 1179

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Personal Features and Research Potential of Students

**Svetlana Kostromina** - professor, Saint-Petersburg State University, Russia

Nina Bordovskaja - professor, Saint-Petersburg State University, Russia

Problem Statement: Researches of psychological features of future specialists' research activity and their personal characteristics, necessary for the successful decision of research tasks, are topical.

Research Questions: Are there distinctions between students in level of development of research potential; what students' personal features promote success of their research activity?

Purpose of Study: Research objective: - to define research potential level of students of different universities, level and a training profile; - to study the personal features of students interconnected with efficiency of realization of research potential in the course of training in university.

Research Methods: Sample: 290 people - students and participants of THSh (post-degree education) of St.Petersburg State University, HERZEN University (HU) and Novosibirsk State Pedagogical University (NSPU). Methods: - Research Potential Inventory (N. Bordovskaja, S. Kostromina, S. Rozum, N. Moskvicheva, N.Iskra); - Five-factor personality inventory (Costa and McCrae); - E.Shostrom's Self-actualization test; - Kirton's Inventory; - Peysakhov's Self-organization Inventory.

Findings: Distinctions between groups in level of research potential (RP) are  $p < 0,01$ . Extroversion and openness are higher, neuroticism is lower and "time orientation" ( $r = 0,321$ ,  $p < 0,012$ ) is high at students with high level of RP. Participants of post-degree education have high level of inquisitiveness ( $M=8,22$ ,  $p < 0.05$ ), satisfaction from the decision ( $M=8,13$ ;  $p < 0.01$ ).

Conclusions: Students with high level of RP tend towards success, have needs for the search for truth, readiness for experimenting, innovation, creativity. They have high adaptability and self-control. Lower rates of RP at participants of post-degree education reflect criticality in an assessment of their resources. They are more assertive, inquisitive and receive satisfaction from the solution of research tasks.

Key Words: students, personal features, research potential

ID: 1216

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Role of Cognitive Processes in the Implementation of Research Activity by Students

**Larisa Darinskaya** - Dr., Saint Petersburg State University, Russia

Sergey Rozum - Dr., Saint Petersburg State University, Russia

Problem Statement: It is necessary to clarify the degree of participation of the cognitive sphere's components in the implementation of effective research activity by the students.

Research Questions: What kind of components of the cognitive sphere are linked with the organization of research activity by students and what are cognitive characteristics of the students?

Purpose of Study: The purpose of the study is to determine the characteristics of the cognitive sphere of students with different levels of training, as well as the identification of cognitive features of students with different levels of development of their research potential measured by the original procedure.

Research Methods: The test of the structure of intellect by Amthauer, questionnaire "Thinking Styles" by Harrison and Bramson (adapted by Alekseev, Gromova), the test of verbal creativeness by Mednic (adapted by Voronin), Luchins's test, the diagnostics of reflexivity by Karpov; the questionnaire "Scientific research potential" was used for evaluating the level of research potential. The material was processed by means of SPSS-20.

Findings: We found significant differences in flexibility, critical, logical and quick thinking among students with different levels of training. High rates of capacity to analyze the situation, to update existing knowledge and their generalization, flexibility of thinking, expressed analytical thinking style were identified in students with a high level of research potential.

Conclusions: Higher training students are characterized by more flexible, logical, critical and quicker thinking. We can assume the efficiency of research activity of students is linked with the presence of specific features of their cognitive function. Using the questionnaire "SRP" can help predicted effectiveness of research activity and to correct students' cognitive strategies in the implementation process of the study.

Key Words: Student, research activity, cognitive processes, research potential

ID: 1637

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Effective Teaching Practices**

Intrinsic Versus Extrinsic Motivation in an EFL Content-Based Class

**John Maune** - Dr., Hokusei Gakuen University, Japan

Problem Statement: Content-based teaching better motivates English as a foreign language (EFL), but almost all students in my Life Science class state that they have no interest in science.

Research Questions: What methodologies are most effective for stimulating learning in a course that students are not interested in, and how will students' study habits influence which methods are successful?

Purpose of Study: The study aims to determine which materials and methods best engage EFL students in a course (Life Science) that does not intrinsically interest them.

Research Methods: A qualitative study was done through questionnaires followed up by semi-structured interviews of exceptional and not exceptional students (as determined by asking their teachers in a wide range of subjects). All students studied expressed little or no interest in studying Life Science which was based on their current interests and courses previously studied in high school.

Findings: Exceptional students enjoyed a wide range of teaching methods especially those which challenged them to explore new concepts. Less exceptional students enjoyed more visual relatively passive activities and hands on activities that were fairly rigidly structured.

Conclusions: EFL students' overall academic discipline or motivation seems to play a positive role in what kinds of teaching methods will stimulate them – more appeals to them. One activity that the less exceptional students did not enjoy was reading their essays in front of other students, but some did admit to increasing their effort when writing subsequent essays.

Key Words: EFL, content-based subject, motivational techniques

ID: 1658

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Second Language Teaching**

Group Projects for English Language Evaluation

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Liliana Maruntelu - Assistant Professor PhD, \\'Ovidius\\' University, Constanta, Romania

Marioara Patesan - Assistant Professor PhD, \\'Nicolae Balcescu\\' Land Forces Academy, Sibiu, Romania

Dana Zechia - Senior Lecture PhD, \\'Mircea cel Batran\\' Naval Academy, Constanta, Romania

Problem Statement: Group projects for English language evaluation for Romanian university students.

Research Questions: Are university students from Romania willing to work in groups?

Purpose of Study: The results of the project will be analyzed statistically in this paper.

Research Methods: Project, analysis of the results

Findings: Part of the students are ready to work in groups.

Conclusions: The individual evaluation is still part of the system of education hindering the students to work in groups.

Key Words: Group work, English, university students

ID: 1346

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Education and Technology**

A qualitative study about the implementation of iPads in secondary education

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Cédric Courtois - Dr., Ghent University, BELGIUM

Annelies Raes - Mrs., Ghent University, BELGIUM

Tammy Schellens - Prof. Dr., Ghent University, BELGIUM

Lieven De Marez - Prof. Dr., Ghent University, BELGIUM

Problem Statement: In this digital age, efforts are made to integrate mobile technologies in education settings. Research states that the implementation of such technology does not necessarily imply effective use.

Research Questions: (1)What are the perceptions of teachers and students about this innovative implementation and (2)does a school-based implementation of iPads in secondary education leads to effective use?

Purpose of Study: This study,which is part of a longitudinal project, investigates the perceptions of stakeholders about an integrated implementation of iPads in a secondary school in Flanders, Belgium. We focus on the conditions, which have to be fulfilled to integrate the iPads adequately into the courses.

Research Methods: A qualitative study was set up by organizing focus groups with students(n=40) and teachers(n=20) from a school where iPads are integrated in all courses. The selection was randomized, selecting respondents from different gender, grade and educational type. The conversations were monitored by the app 'socrative' with statements on a 5-point Likert scale and open-ended question to nurture the conversations.

Findings: The findings give us a nuanced picture. Younger students are the most positive about the integration of technology, stating that lessons are more fun while older students mention the need of professional development of the teachers and question the added value. Teachers doesn't seem sufficiently prepared to deal with iPads. Further analysis will be described in the full paper.

Conclusions: An implementation based on good intentions is not enough to achieve an effective use of technology. Results show that conducting a considered policy,in which attention is given to an adequate preparation of teachers remains necessary. More attention has to be paid to the preconditions by providing technical and pedagogical support to stimulate stakeholders' recognition of iPads' potential in education.

Key Words: Education and technology,iPads,secondary education,school-based implementation



ID: 1302

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Vernacular architecture in Architectural Education

**Hacer MUTLU DANACI** - Vernacular architecture in Architectural Education, Ph.D, Turkey

Problem Statement: education of the vernacular architecture

Research Questions: Anaysis courses of the architectural department about education of the vernacular consruction and material. How is about willingness for architectural student on this issue.

Purpose of Study: to suggest that the vernacular architecture courses in architectural departments

Research Methods: analysis and questionnaire

Findings: deficiency of the vernacular architecture education and willinness of the student about this issue.

Conclusions: Conservation of the vernacular texture in the rural cultural landscape is important issue in the last years. It has vernacular architectural property 90% of the world's structuring. However, vernacular architecture researches as important as urbanely and structuring researches. In addition, a questionnaire is developed to architectural students who from different countries and levels about willingness to learn vernacular architecture.

Key Words: vernacular architecture,architectural education

ID: 1221

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Education and Technology**

Guided reflection to support quality of reflection and inquiry in web-based learning

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**Küllli Kori** - Mrs, University of Tartu, Estonia

Problem Statement: To make complex inquiry tasks (White & Frederiksen, 2005) more meaningful in web-based learning environments students' reflection should be supported. Reflection guidance needs to be designed and validated.

Research Questions: How guided reflection improves reflection quality and inquiry skills in the learning environment Young Researcher? Which relations appear between the development of the students' inquiry skills and reflection quality?

Purpose of Study: The purpose of the study was to develop criteria for guided reflection, and to validate these in an empirical study. Prompts for guided reflection were developed and applied in the web-based learning environment Young Researcher. Quality of reflection and inquiry had to be evaluated among lower-secondary school biology students.

Research Methods: A pre- and post-test study was applied. In the learning process students had to solve an inquiry task divided into two lessons. Students conducted activities in the hypothesis and experimentation phase (Klahr & Dunbar, 1988), respectively in the first and second lesson. Both phases ended with reflective questionnaire structured based on reflection levels (Leijen et al., 2012).

Findings: The results of the study demonstrated significant development in students reflection quality. The significant improvement of students inquiry skills was detected among skills of formulating research questions, formulating hypothesis and planning experiment. Significant relations were found between the development of the students' inquiry skills and reflection quality.

Conclusions: Based on the results of the study it can be concluded that the web-based learning environment Young Researcher is applicable for improving students' inquiry skills. It was proved that using specific prompts as guided reflection helps students in their reflective activities.

Key Words: Web-based inquiry learning, quality of reflection

ID: 1242

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **ICT**

Cyberbullying and other risks of internet communication focused on university students

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Veronika Krejčí - Mgr, Palacký University Olomouc, Czech Republic

Problem Statement: The poster is focusing on a research of risky communication phenomena connected with internet. It aims on cyberbullying, cybergrooming, sexting, sharing of personal information.

Research Questions: How many of university students were victims of various forms of internet attacks - cyberbullying, cybergrooming and more.

Purpose of Study: The study was developed to improve prevention aimed on internet dangers at Faculty of Education, Palacký University, Olomouc.

Research Methods: The research is in its nature mainly descriptive, determined data are mainly quantitative. On-line questionnaire survey was chosen as the basic research method. The questionnaire contained 71 questions of various kinds.

Findings: A lot of student were victims of various forms of cyber attacks - bullying, blackmailing, sexting etc. Students shares their own nude photos, videos etc.

Detailed data in full paper.

Conclusions: It is necessary to improve prevention in are of safer using of internet technologies among students (especially women), whose use internet services, social networks etc.

Key Words: cyberbullying, cyberstalking, sexting, university students

ID: 1313

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Teacher Education**

A model of Innovation Schools: Estonian case-study

**Margus Pedaste** - Professor, University of Tartu, Estonia

Küllike Pedaste - Mrs, Tartu Kivilinna Gymnasium, Estonia

Karin Lukk - Dr, Tartu Kivilinna Gymnasium, Estonia

Pille Villems - Mrs, University of Tartu, Estonia

**Problem Statement:** A new model of schools is needed for strengthening systematic collaboration with universities in order to initiate and disseminate educational innovation and to respond to the changes in society.

**Research Questions:** Which properties of schools predict operational collaboration with universities towards educational innovations and how to support successfully the development of schools according to a model of Innovation Schools?

**Purpose of Study:** In this study a model of Innovation Schools will be developed. It adopts the widely applied teacher paradigm of the clinician-professional model (Darling-Hammond & Bransford, 2005; Shulman, 1987, 2005; Sockett, 2008). The model is piloted in one practice-school and evaluated by expert groups of teachers and school leaders.

**Research Methods:** The model has been developed based on literature and validated through piloting. Expert validation is currently being carried out through focus group interviews (Clark, 2007) in one pilot school, in one school that is interested in applying the model, and in one school that is not interested in that. Interviews are conducted with teachers and school leaders.

**Findings:** The theoretical model for establishing Innovation Schools has been developed. The model specifies a number of dimensions of collaboration between a network of schools and universities: traineeship, professional development, team-teaching, research and development. The synergy between these dimensions leads to innovation. The model has been applied with success for one school-year. Expert validation is currently in progress.

**Conclusions:** In the current study has been developed a new model of Innovation Schools. The results of piloting allow continuing with large-scale implementation of the model. The analysis of interviews also provides the instructional designers and researchers with a list of recommendations that are in a categorized format applicable in strengthening collaboration between schools and universities systematically.

**Key Words:** educational innovation, collaboration, teacher students' traineeship

ID: 1605

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Assessment and Evaluation**

The development of self-regulation through assessment criteria

**Leonor Santos** - Professor, Institute of Education, University of Lisbon, Portugal

**Jorge Pinto** - Professor, School of Education, Polytechnic Institute of Setúbal , Portugal

Problem Statement: Self-regulation is essential for learning, but it is neither innate, or spontaneous. The teacher has this responsibility. To what extent the assessment criteria is a possible way to achieve this?

Research Questions: How the use of assessment criteria in an interaction process contribute to the development of self-regulation of primary students? What difficulties arise for students in this process?

Purpose of Study: This study seeks to understand the contribution of using assessment criteria to the development of self-regulation.

Research Methods: This paper reports a meta-analysis of two studies with six and eleven-year-old students using an interpretive approach. Data collection was based on student interviews, participant observation of classes and documental evidence. The analysis considered three phases of self-regulation: to understand what one did; to compare to what is expected and to plan what needs to be accomplished.

Findings: The criteria gradually come to be seen as a guide. When reflecting on what they did (supported by the criteria) the perception that they are not punished for errors facilitates clarification of their difficulties and asking for aid from the teacher. The participative construction of the assessment criteria contributes to the understanding of what is expected of them.

Conclusions: Self-regulation is a socially constructed process. The progressive work with the assessment criteria contributes to the development of self-regulation. In primary education, the establishment of strategies to pursue, which is the phase of self-regulation least achieved by students of these ages, depends mainly on the support provided by teacher's action.

Key Words: Assessment criteria, self-regulation, primary education

ID: 1527

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Educational Psychology**

Time students spend working at home for school: A hierarchical model analysis

**Petra Wagner** - Prof. Dr., Upper Austria University of Applied Sciences, Austria

Barbara Schober - Prof. Dr., University of Vienna, Austria

Problem Statement: In numerous theoretical models time is mentioned as a determinant of students' learning success. However, only a limited number of empirical studies focus on investigating students' time investment.

Research Questions: The presented study investigates time investment in doing homework and in preparing for exams in relation to other determinants of school success based on a theoretical learning model.

Purpose of Study: Based on the model of Helmke and Schrader (1996) the following predictors of time investment were analyzed: socio-demographic variables (immigrant background, gender, grade) indicators of subjective competence (scholastic anxiety, scholastic self-concept), valence (scholastic interest), scholastic condition factors (quality of teaching, parental and scholastic pressure to perform), school achievement.

Research Methods: Data were collected with questionnaires. Students filled them out during regular school hours. 1864 students (1037 girls, 825 boys) attending 30 Austrian compulsory schools in 88 different classes from grades 7 to 9 participated. This data structure was chosen to allow analyses of multi-level effects (individual-/class level). The average age of the students was 14.19 years ( $SD=1.02$ ).

Findings: Because of class differences data were analyzed by a hierarchical model. On individual and class level two different models were generated, one for time invested in doing homework and one to explain time invested in preparing for exams. Beyond a number of differentiated effects of e.g. achievement and anxiety, scholastic pressure to perform showed significant relevance in all models.

Conclusions: Students' time investment has been identified as a variable that has to be discussed differentiated. On the one hand it was shown to be clearly relevant, but it's not a simple question of positive correlations between determinants of learning success and time investment. Results differ for different tasks (homework, exam-preparation) and show a different picture for different variables and levels.

Key Words: time investment; students; homework; achievement; gender

ID: 1357

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Learning Theories**

Four factor learning situation as executive function increasing student interest on learning

**Melani Arnaldi** - Mrs, Hang Lekiu Psychology Learning Disability Clinic for Children, Indonesia

Problem Statement: High passing grade, learning difficulties cases, students' depression level, number subjects, length time of learn, and stage of child development as a challenge to foster student interest while in school.

Research Questions: How to create learning situations that involve what factors can increase student interest

Purpose of Study: This study examined whether the four factors of the learning situation, the clearness, distinctiveness, involvement, and easiness can be control self regulation (Executive function) in the classroom. By what means to create learning methods have four factors in the learning situation based on the multiple intelligence theory.

Research Methods: The study was conducted by comparing the student interest on learning in a given group of students Multiple Intelligence-based learning method that involves four factors with a group of students with standard teaching methods.

Findings: Apparently four factors, clearness in explanation information transmission process, distinctiveness creating creative learning situations according to children characteristics, involvement of teachers and students in teaching, learning, and encouraging students become active role, easiness in learning methods to make sense of excitement and would like repeating the success. These factor become self regulation control when student learn several material in class

Conclusions: Clearness, distinctiveness, involvement, and easiness are four important factors in learning situations that can improve of interest . The interest on learning will become self regulation (executive function) control in the classroom.

Key Words: Interest, distinctiveness, involvement, easiness, clearness, EF

ID: 1292

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Educational Psychology**

Psychological basics for arrangement of stepwise physics module

**Tatyana Gnitetskaya** - Dr., professor, Far Eastern Federal University, Russian Federation

Problem Statement: Arrangement of learning physics process according to psychological demands

Research Questions: Psychological factors of efficiency of teaching process, psychological theories, which describe a steps of learning activity and features of modular technology physics education

Purpose of Study: Structure and steps of physics module construction according to psychological theories to reach an effective Physics learning

Research Methods: Analise and comparision of psychological theories, modeling of physics module construction, extrapolation of psychological demands to learning activity

Findings: The correspondence of the two psychological theories was found out, and the deduction was drawn about the Stepwise Forming of Mental Actions theory has no contradictions with principles of teaching in schools and universities

Conclusions: The structure of module of physics developed by author containing the elements need for implementation of the Stepwise Forming of Mental Actions theory steps in the process of teaching physics. It was demonstrated that the content of the physics module suggested doesn't contradict with psychological factors of efficiency of teaching process.

Key Words: Physics module, learning' psychology factors



ID: 1245

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Guided reflection for supporting the development of student teachers' practical knowledge

**Raili Allas** - Principal developer of school practicum, University of Tartu, Estonia

Ali Leijen - senior researcher, University of Tartu, Estonia

Problem Statement: Development of student teachers' practical knowledge and linking this with research-generated knowledge is a well-recognized aim of initial teacher education, however, it is challenging to reach.

Research Questions: How effective is a guided reflection procedure for supporting the development of student teachers' practical knowledge and linking this with research-generated knowledge?

Purpose of Study: The aim of the current project is to increase the relevance and meaningfulness of the initial teacher education. More particularly, this study focuses on evaluating a guided reflection procedure that aims to support student teachers in developing knowledge based on their practical experiences and linking this with research-generated knowledge.

Research Methods: 20 student teachers viewed a recording of own lesson and selecting 2 incidents for reflection, carried out a reflective discussion (alone, with a peer, or with mentor teacher), and wrote a written reflection. In addition to the collected reflections, participants were interviewed to collect further information about their experiences. Qualitative content analysis method was employed for data analysis.

Findings: Data analysis is currently in process. Preliminary findings show that both student teachers' and mentors considered the employed guided reflection procedure important for students' learning process. Regarding the three different intervention groups in the reflective discussion face, discussion with the mentor seems to be the most effective in terms of finding effective strategies, rules or principles for practice.

Conclusions: Preliminary findings suggest that the employed guided reflection procedure supported the development of student teachers' practical knowledge and linking this with research-generated knowledge. Therefore, the guided reflection procedure helps to increase the relevance and meaningfulness of the initial teacher education by improving the preparing of student teachers for a real life work situation.

Key Words: guided reflection, teacher practical knowledge

ID: 1041

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **New approaches in Psychology**

The Effectiveness of PPP Intervention among Inmates in Malaysia.

**Saralah Devi Mariamdarani** - The Effectiveness of PPP Intervention on Aggression, Depression and Ability Changes among Prison Inmates in Malaysia, Ms, Malaysia

Noor Azniza Ishak - The Effectiveness of PPP Intervention on Aggression, Depression and Ability Changes among Prison Inmates in Malaysia, Prof. Madya. Dr. Mrs, Malaysia

Problem Statement: There isn't a specific intervention to treat young prison inmates (18-21 years old).

Research Questions: To identify the differences level of effects of PPP intervention towards aggression, depression and ability changes among young prison inmates.

Purpose of Study: To create a specific intervention to treat the level of aggression, depression and ability changes.

Research Methods: Quasi-Experimental

Findings: ANCOVA analysis results among the group showed that the Intervention was effective in significantly reducing the level of aggression and depression among the study sample. Furthermore, the results show that the intervention was effective in increasing the level of ability to change.

Conclusions: . It is recommended that PPP Intervention be used as a tool to help inmates to reduce the negative feelings among young inmates. This is the first study of this nature.

Key Words: Aggression, Depression, Ability Changes, Prison Inmates

ID: 1570

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Developing competences in engineering students: The case of a project management course

**Dante Guerrero** - PhD, Universidad de Piura, Perú

Martín Palma - PhD (C), Universidad de Piura, Perú

Gerson La Rosa - Industrial and System Engineer, Universidad de Piura, Perú

Problem Statement: The current competitive context of engineering requires comprehensive, mature and reflective persons. Therefore engineering education urges learning methodologies different that will allow students outlining competencies according to these requirements

Research Questions: What are the basic competences that need a contemporary engineer / how can you improve and evaluate learning these basic competences in engineering students?

Purpose of Study: 1. Define basic competences in Engineering. 2. Defining the learning strategy for project management course. 3. Establish mechanisms for basic competences assessment. 4. Demonstrate the improvement of basic competences in engineering students.

Research Methods: 1. Selection of information sources. 2. Defining basic competences in engineering 3. Design of learning strategy for project management course. 4. Establish tools competences assessment. 5. Collect assessment data. 6. Analysis and interpretation of results.

Findings: Using T-tests there is strong evidence of improving basic competences in the course of Project Management in Engineering: knowledge of underlying science, knowledge of core and advanced engineering, engineering reasoning and problem solving, systemic thinking, also conceiving, designing, implementing and operating systems in enterprises and the social context.

Conclusions: Experience has shown the improvement of students' basic competences to complete the course. It is considered feasible to integrate the experience in other subjects of the Engineering reinforcing the tutor role of teacher, define criteria for evaluation of the subject, identify and evaluate the improvement of competences during the learning process.

Key Words: Skills, Higher education engineering, CDIO

ID: 1503

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Special Education**

Successes of students with hearing impairment in math and reading with comprehension

**Jitka Vitova** - Assistant Professor, 1, Czech Republic

Tereza Zdražilová - student, 3, Czech Republic

Adéla Ježková - student, 2, Czech Republic

**Problem Statement:** Results of hearing impaired pupils in mathematics are significantly lower compared with intact peers. One factor their influencing school success in mathematics is probably level of communicative competence.

**Research Questions:** There is statistically significant correlation among the results obtained in the reading test with comprehension and the mathematics test results.

**Purpose of Study:** The study's aim is to map mathematical skills levels and reading with comprehension in national language for pupils with hearing impairment at primary schools grades 5-9, to check whether there is a correlation between levels achieved in given areas and determine factors contributing to achieved levels of mathematical skills.

**Research Methods:** For the research survey we developed didactic tests of language and mathematics skills based on the curricula of three participating countries. The obtained results were statistically processed by the NCSS 2000 program and subsequently modified in graphs and tables.

**Findings:** The results of hearing impaired pupils in grades 5 and 6 in mathematics and reading with comprehension are comparable, but in higher grades, the success in mathematics is significantly lower than in reading with comprehension. In many cases, the success of hearing impaired pupils in mathematics decreases with the transition to a higher grade.

**Conclusions:** While the results of studies of children with hearing impairment in pre-school age confirm the influence of language skills to the level of mathematical concepts, the major role in acquiring formal or school mathematics for pupils with hearing impairment likely to their intact peers is played by the aptitude for mathematics, known by Gardner as the mathematical intelligence.

**Key Words:** mathematics, hearing impaired pupils, reading comprehension

ID: 1323

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Learning Theories**

Language Purism and Cross-cultural Penetration of Gastronomic Lexicon Into the Kazakh Language

**Nurgul Ismailova** - LANGUAGE PURISM AND CROSS-CULTURAL PENETRATION OF GASTRONOMIC LEXICON INTO THE KAZAKH LANGUAGE, KazNU, Kazakhstan

Problem Statement: In the Soviet period the Russian language was considered as almost an only conductor of loan words normalizing the semantics, pronunciation and spelling for the Kazakh language.

Research Questions: What is the role of the Russian language in the recently changed conditions?

Purpose of Study: Cross-cultural penetration of gastronomic lexicon at language policy of Kazakhstan.

Research Methods: The method of continuous selection, questionnaire, comparative and the cross-cultural analysis, the correlation analysis. SPSS program was applied for the statistical analysis of results of the questionnaire.

Findings: Despite the fact that the process of the language purism carried out in accordance with the language policy of Kazakhstan, foreign words are introduced into the Kazakh language without any difficulties and they demonstrate a high extent of internationalization.

Conclusions: Recently the adaptation of foreign-words has been carried out much quicker by means of mass-media, the Internet, television, newspapers and magazines.

Key Words: LANGUAGE PURISM, LOANWORDS

ID: 1337

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Guidance and Counselling Psychology**

PROPER NAME AS A CLUE SYMBOL OF IDENTITY

**Assem Aksholakova** - PhD student, al-Farabi Kazakh National University, Kazakhstan

**Problem Statement:** The process of restoration and return of historical names, the fixing of unified rules of the transferring of Kazakh names into other languages prove the growth of Kazakh ethnic self-consciousness.

**Research Questions:** what do “Linguistic identity” and “Cultural identity” mean, how do they coincide with and differ from each other? How do Kazakh names unlike Russian models of name forming?

**Purpose of Study:** This article is aimed at revealing reasons of distortion of names (negligence, lack of language, bilingualism, intercultural communication, mutual influence of two (Kazakh and Russian) nationalities) which lead to various kinds of serious consequences as complication of identification of a name bearer.

**Research Methods:** Continuous sampling, observation, questioning, interviewing, photofixation, records of the respondents. Observation of verbal behavior of informants at meetings, conferences, public transport, television (“Kazakhstan”, “KTK”), radiobroadcasting and internet. During data processing obtained in the course of the experiment quantitative and statistical method have been used.

**Findings:** Proper names, as it is known, have a complex semantic structure, unique particularities of form and etymology, ability to modify and word formation in their target language. Ignoring these features while transferring them into another language leads to some misunderstandings and dissatisfaction.

**Conclusions:** We need lexicographic resources containing all Kazakh proper names (though it is difficult as proper names are huge corpus of lexis in quantity relation) which Public Service Centre workers will take into account.

**Key Words:** Identity, mispronunciation, distortion, anthroponomy

ID: 1111

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Adult and Continuing Education**

Clinical Supervision: Priority Strategy to a Better Health

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Paulino Sousa - Dr., Escola Superior de Enfermagem do Porto, Portugal

Problem Statement: The National Health Service (2011) refers the difficulty to assess clinical supervision and its effectiveness but they recognize its capacity to decrease stress, prevent burnout and other benefits.

Research Questions: Which is the relationship between the implementation of a clinical supervision (CS) model in nursing and the nurses' answers to stress and the coping resources they use?

Purpose of Study: To relate the implementation of a CS model with the supervised nurses' answers to stress and the coping resources they use through the application of a questionnaire comprised by several parts such as the Portuguese versions of the Manchester Clinical Supervision Scale® (MCSS®) and the Brief Personal Survey® (BPS®).

Research Methods: We carried out an action research which can be conceptualized as a problem solving activity and a research activity (Marshall & McKay, 2006). After several phases of the study, we implemented the CS model in three wards for 6 months. 38 paired questionnaires were obtained from the supervised nurses. SPSS version 18.0 was used to treat data.

Findings: MCSS® Cronbach's alpha value for the total score was 0,938 and BPS® Cronbach's alpha value for the total score was 0,60. We found several significant correlations such as a moderate correlation (0,412) between the dysphoric emotionality subscale ('mood changes') (BPS) and the importance/value of CS subscale (MCSS) - More dysphoric emotionality plus importance/value of CS.

Conclusions: Montes-Berghes & Augusto (2007) state that it is necessary to pay attention to the resources or devices that nurses could use to decrease stress. Our study pointed out that CS can optimize the nurses' coping resources and help them to reduce stress, becoming, by this way, a win-win strategy for the professionals, clients and health organizations.

Key Words: Clinical Supervision; Stress; Coping; MCSS; BPS

ID: 1434

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Special Education**

A Study on Verbalism among Visually Impaired Children in Andhra Pradesh

**RAMAKRISHNAN RANGANATHAN** - PROF, ANDHRA UNIVERSITY, INDIA

Problem Statement: Is there any threat of verbalism among visually impaired children in Andhra Pradesh?

Research Questions: Is there any influence of gender, age, management, level, area and socioeconomic status on intelligence quotient, experience, adjustment and visually oriented verbalism?

Purpose of Study: This study aims on reporting detailed concept of verbalism, major findings of related studies, suggests how to overcome the major obstacles in verbalism and cites the innovative strategies in teaching learning process which are helpful to the personnel dealing with differently abled in general and visually impaired in particular.

Research Methods: Descriptive Survey method was used to collect the data from a sample of 1198 visually impaired children from 24 schools in Andhra Pradesh. The Gates List verbalism test was used to collect the data. Variables chosen are gender, age, level of study, socio economic status SES, management and area of residence. Simple statistical techniques were used for analysis.

Findings: Research concerning concept development was cited indicating that age, intelligence and other factors may be related in varying degrees to concept formation. A positive relationship between Intelligence quotient, experience, adjustment and visually oriented verbalism was found. Girl child, rural, lower socio economic status, government school children needs more improvement in concept development than their counterparts.

Conclusions: Absence of vision influences process of language acquisition that corresponds to delay in acquisition. Reading and listening comprehension and vocabulary are the essential components of language development for visually impaired child. Child relies more on auditory and tactual exploration and perception. Heavy reliance on verbal descriptions of others as means of developing concepts about environment also results in verbalism.

Key Words: Verbalism, differently-abled, visually-oriented-verbalism, visual impairment



ID: 1240

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Effective and Enjoyable Foreign Language Learning

**Hana Suchankova** - PhDr., Ph.D., University UJEP, Usti nad Labem, Czech Republic

Problem Statement: Our brain is an amazing organ, but we unfortunately use only 4 - 10 % of its capacity. So how can we make our memory more efficient?

Research Questions: Can we make learning foreign vocabulary more effective and sustainable? Which methods of presentation are the most effective?

Purpose of Study: Vocabulary is a very important part of a language and the most difficult for learning. Having achieved a certain level of language knowledge, students are usually reluctant to memorize new vocabulary, because each new unit seems to make little progress compared to e.g. a new grammar rule.

Research Methods: Test of preferences for different perception channels - taken by students of Russian and English Test of the help of visualization - taken by students of English Questionnaire for students about their ways of learning vocabulary - answered by university students

Findings: The tests showed that students remember more when logical memory is employed and when the vocabulary is visualized. In the questionnaire they stated that they learned more at the beginning of the lessons, they prefer to hear and see the new units at the same time and it does not matter whether the words are in a text or isolated.

Conclusions: On the basis of the testing and students answers in the questionnaire, we are entitled to claim that there are some very useful methods which can substantially increase the effectiveness of our memory. Their use is meaningful and they can make vocabulary learning and acquisition easier, more amusing and effective.

Key Words: Vocabulary, types of memory, effective learning

ID: 1262

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Education and Technology**

Social Constraints in University Educational Environment

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**Anara Mukasheva** - Doctor of Education, Associate Professor, Al-FarabiKazakh National University , Republic of Kazakhstan

Nazym Satybaldina - Candidate of Biological Sciences, Associate Professor, Al-FarabiKazakh National University , Republic of Kazakhstan

Problem Statement: Social restrictions may be interpreted as factors, impeding personal development not only in specialized educational institutions. In educational process hindrances arise that deprive students of opportunities to achieve targeted results.

Research Questions: The study of basic determinants of social constraints of students was implemented. It is based on classic studies in social philosophy of Confucius, Aristotle, Weber.

Purpose of Study: The study of social restrictions in the educational environment.

Research Methods: Purposeful observation of life activities of student study groups. Self-actualization test, Cattell's personality multiple-factor questionnaire, Leontiev's test of orientations for meaning of life, Bubnova's procedure for diagnostics of actual structure of personal value system, Raven's Progressive Matrices, Buzin's short selection test (SST), adapted Procedure for retrospective questionnaire of attitudes and method of empirical discourse-analysis. The total sample is 265 students

Findings: The study allowed to differentiate social constraints into four blocks of basic determinants of social constraints, that are environmental, motivational, communicative and pragmatist ones. In the environmental block advantage is taken by constraints related to cognitive environmental discomfort. In the motivational block the following constraints are in the lead: domination of negative motives, low involvement in academic activities.

Conclusions: In accordance with the results of the research new technologies of organization of university educational environment will be developed that will contribute to the removal of social constraints and formation personality of each student oriented to the system of values of modern society. In future it is intended to develop a special rehabilitation program for removal of social constraints.

Key Words: social constraints, education, environment, personality, student

ID: 1272

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Second Language Teaching**

Instructional model for Motivating Persian learners

**Zohreh Molaee** - mrs, Ph.D student Allameh tabatabaiee university, iran

Hasan Asadzadeh - Mr Dr, Associate professor Allameh tabatabaiee university, iran

Problem Statement: Motivated students learn more successfully and gifted but unmotivated one doesn't progress. Motivation is a key factor for learning L2 achievement.

Research Questions: How it will be possible empowering second language learners' motivation, can it be influential, our instructional model or not?

Purpose of Study: improving motivation for learning Persian and by means, learning itself

Research Methods: not defined yet

Findings: not defined yet

Conclusions: not defined yet

Key Words: second language learning, instructional model, motivation

# ICEEPSY 2013

ID: 1249

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Parallel Programming: a model for time management,improving the academic achievement

**Zohreh Molaee** - mrs, Ph.D student, iran

Hasan Asadzadeh - Dr, Associate Orofessor, iran

Problem Statement: The married women who educate simultaneously , are faced to many challenges for managing their time. For their academic achievement or their family life may be at risk

Research Questions: whether it can improve their academic achievement or not?

Purpose of Study: preparing a time management model for this women and helping them using time better and improving self efficacy thus, academic achievement. The Parallel Programming is a model which tries to collect all important tasks together and help to do them in a parallel way

Research Methods: not defined yet,it will be decided on, later and will be informed for full text version.

Findings: not defined yet

Conclusions: not defined yet

Key Words: Parallel Programming, Academic Achievement

ICEEPSY 2013

ID: 1093

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Higher Education**

Effects of honor codes and classroom justice on students' deviant behavior

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Problem Statement: Several studies have been conducted on students deviant behavior. However, despite many studies, few studies have considered the influence of honor codes and classroom justice on students' deviant.

Research Questions: To what extent do honor codes and classroom justice influence students' deviant behavior?

Purpose of Study: This study examined the influence of honor codes and classroom justice on students' deviant behavior.

Research Methods: Pearson correlation analysis, multiple linear regression analysis, independent sample t-test and one-way ANOVA analysis were conducted using Statistical Package for the Social Sciences (SPSS) to analyze the data.

Findings: The results showed that Honor codes had a significant positive effect on students' deviant behavior and classroom justice had no significant effect on students' deviant. Furthermore, the findings of the study revealed a significant difference in student deviant by gender, age categories and ethnicity.

Conclusions: This study has demonstrated that Honor codes had a significant positive effect on students' deviant behavior. The study also contributed to existing research on procedural justice by demonstrating that classroom justice does not necessarily lead to students' deviant behavior.

Key Words: Deviant behavior, honor codes, classroom justice

ID: 1130

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Guidance and Counselling Psychology**

Challenges Faced by Married University Undergraduate Female Students in Ogun State, Nigeria

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Feyisola AWOTEDU - Mliss, Federal University of Agriculture, Abeokuta, Nigeria, Nigeria

Problem Statement: There is a need to obtain empirical information on the challenges faced by female undergraduate students in Universities in Ogun State, Nigeria and the effects on them.

Research Questions: What challenge is common among married undergraduate female students in Universities in Ogun State, Nigeria? What are the factors that lead to the challenge they face?

Purpose of Study: To find out common challenges faced by married undergraduate female students in Universities in Ogun State, Nigeria and the effects these have on them. The study also seeks to examine if the married undergraduate female students with children face more challenges than those without children.

Research Methods: The utilized the survey design with a sample consisting of one hundred and fifty married undergraduate female students purposively selected from two of the six Universities in Ogun State. A questionnaire designed by the researcher with a reliability coefficient of 0.80 was used for data collection.

Percentage and chi-square was used to analyze the data collected.

Findings: Managing multiple was found most challenging by 37(28.5%) respondents while 60(46.2%) indicated that their preoccupation with how to fulfill one role while performing another is the major challenge they faced. Combining work with family responsibilities and school obligations lead to stress among 52(40.0%) respondents and these have the greatest effect on their general life.

Conclusions: Schooling for married females can indeed be very tedious and challenging and also managing multiple roles is a challenge and a source of stress to married undergraduate female students. There is no significant difference between the challenges faced by married undergraduate female students with children and those without children.

Key Words: Undergraduate Challenges, Female Married Students

ID: 1167

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Sport and Exercise Education**

Cooperation and Learning Effectiveness of First Graders during Sports Lessons

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Svetlana Guseva - Dr.psych, Daugavpils University, Latvia

Sergejs Capulis - Dr.paed, Daugavpils University, Latvia

Problem Statement: Cooperation among first graders is not stable - impulsive behaviour and appearance of negative emotions often remain undetected by children, which has a negative impact on educational process in general

Research Questions: Methodological set of tasks has been specially developed to strengthen empathy and tolerance, and increase efficiency of educational process.

Purpose of Study: To explore peculiarities of children's interpersonal relations, design and test the methodology to improve children's cooperation skills during sports lessons, which may foster the efficiency of educational process in the first grade.

Research Methods: Pupils were divided as experimental and control group.

Pedagogical experiment, consisting of methodological means - to improve emotional relations and develop positive attitude towards learning in general; and Moreno's sociometry has been used to measure peculiarities of interpersonal relations in small groups.

Findings: Variations of cooperation forms among pupils has been discovered, depending on interpersonal relations and ways of organisation of sports lessons. It has been proved that the methodological means used in sports classes allow children to develop cooperation with others.

Conclusions: The majority of children have shown changes in ways they cooperate: they have developed positive attitude towards their classmates and the learning process, the number of socially excluded pupils have decreased. This allows concluding that the chosen methodological means and tasks set at the sports lessons foster the development of cooperation skills, which increases the efficiency of work.

Key Words: Cooperation, First graders, Sports lessons

ID: 1440

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

The Uniqueness Study of Contemporary Silk Painting

**Xiuyue Zhang** - GRADUATE STUDENT, SOOCHOW UNIVERSITY, CHINA

Problem Statement: The factors contributing to the uniqueness of contemporary silk painting are not clearly categorized and summarized.

Research Questions: Can the various factors contributing to the uniqueness of contemporary silk painting categorized? What are the connections between them?

Purpose of Study: Assemble the summarized and categorized factors to set up a structure model contributing to the uniqueness of contemporary silk painting.

Research Methods: This essay is based on the Bricolage method and Hybridity theory, elaborating the relationship, connections and influences among these factors contributing to the uniqueness of contemporary silk painting.

Findings: The major factors contributing to the uniqueness of contemporary silk painting are fabric, human idea, color and technology.

Conclusions: Fabric, human idea, color and technology are four indispensable factors to the uniqueness of contemporary silk painting. They influence the final masterpiece interactively.

Key Words: silk painting, uniqueness

ICEEPSY 2013



ID: 1211

Conference: ICEEPSY

Submission Type: **ONLINE**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Using Popular Culture to Promote Learning in EFL Classrooms: A Case Study

**Jeng-Jia Luo** - Using Popular Culture to Promote Learning in EFL Classrooms: A Case study, Tunghai University, Taiwan

Problem Statement: Popular culture is a motivational resource in EFL contexts (Lin,2012). Regretfully, scant efforts have been made to explore how this resource can be used to facilitate learning.

Research Questions: What are EFL learners' gains from a course assignment, which drew upon popular culture and what do they think can be done to make this assignment more helpful to them?

Purpose of Study: This study intends to investigate how a course assignment, which draws upon popular cultural, can benefit EFL learners. The results may encourage EFL teachers to incorporate popular culture in the curriculum and inform them of how to make the best use of this motivational resource.

Research Methods: Eighty-four intermediate freshmen at a private university in central Taiwan participated in this study. They were required to give Power-Point presentations on self-selected English songs. Once this assignment was completed, the researcher conducted a survey to collect the participants' gains from and feedback on this assignment. After the researcher gathered the survey responses, she analyzed the data quantitatively and qualitatively.

Findings: The results suggest that this assignment, which drew from popular cultural texts, increased EFL learners' confidence in English skills. Besides, this assignment seemingly developed these students' other imperative skills for their college life and future career. The data also reveal this assignment could help EFL learners more if the teacher extends presentation time, approves more flexibility and provides more support.

Conclusions: The present study is constrained by a relatively small number of participants, a particular teaching context and a single data collecting method. Therefore, those who are interested in this study are encouraged to adopt this assignment in other EFL teaching contexts, e.g., secondary schools, advanced learners. Besides, follow-up interviews and/or longitudinal field work may reveal more insightful results.

Key Words: Popular culture, EFL teaching, curriculum design

ID: 1365

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

The impact of motor education on formulating of claims (the FRev factor)

**Elena Lupu** - University Lecturer Ph.D., Petroleum-Gas University, Romania

Problem Statement: The impact of motor education on the development of self and the utterance of claims was approached from our desire of bringing indicators regarding a widely debated phenomenon – self-security.

Research Questions: Occur without motor education changes in self development?

Purpose of Study: This research started from the hypothesis according to which students who have a maximum frequency – 14 modules – at Physical Education lessons, and are active participants at sport games have no issues with their security.

Research Methods: The bibliographic study methods;the enquiry method (questionnaire, discussion, enquiry, etc.);the statistical-mathematical method; the graphical method.

Findings: Through this study, we aim to emphasise that Physical Education classes must be part of the school and university syllabus, representing a national priority, a working method and an important instrument for defining one's self.

Conclusions: By participating frequently at motor activities in the university syllabus, students gain the endurance of not becoming slaves of their first impulse, learn to utter their own claims, and to fight in order to gain them.

Key Words: motor education, self, claims, students, impact

ID: 1364

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

Self and the influence of motility in expressing one's opinions

**Elena Lupu** - University Lecturer Ph.D, Petroleum-Gas University, Romania

Problem Statement: For the definition of self and the capacity of individuals to express their opinions, education has a decisive role, beyond standards.

Research Questions: Persons who have a motor skills education, have a marked capacity to express opinions opened?

Purpose of Study: This research started from the hypothesis according to which self is influenced by motor activities, and that individuals who receive a proper motor education also possess a special ability and strength in expressing freely their opinions

Research Methods: The bibliographic study methods;the enquiry method (questionnaire, discussion, enquiry, etc.);the statistical-mathematical method; the graphical method.

Findings: Students who are physically active express their opinions freely, as compared to those who have a sedentary life or are absent from physical training for different reasons.

Conclusions: As a result of the implementation of a set of rules with a stimulative - corrective character, the behaviour of sedentary or absent students suffered a positive modification.

Key Words: Expressing opinions, self, motor activity, students

ID: 1232

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

The comparison of reception of selected poems by students from varied schools

**Jaroslav Vala** - Dr., Palacky University, Faculty of Education, Olomouc, Czech Republic

Hana Maresova - Dr., Palacky University, Faculty of Education, Olomouc, Czech Republic

Problem Statement: The research into reception of poetry using the semantic differential method by the respondents (12-18 years old) of three types of school – elementary, grammar school and vocational school.

Research Questions: What kind of differences are in the reception of poems by students from three types of schools? Is a research tool applicable for the whole age group of respondents?

Purpose of Study: The purpose of the study is to find out reader's preferences of different types of students. Thanks to a suitable choice of texts we can release pupils from fear of poems and at the same time increase efficiency of literary education.

Research Methods: We used the semantic differential method through which three factors in poetry reception are monitored: comprehensibility, evaluation and impressiveness.

Findings: The factor analysis confirmed the saturation of individual semantic differential factor scales and functionality of this tool in all types of monitored schools and respondents age groups. The reliability was verified by Cronbach's alpha coefficient.

Conclusions: The most significant differences between students from grammar schools and other types of schools were proved in the factor of comprehensibility. In this factor, the reader's maturity, language competence and overall cultural view of the respondents are reflected the most. The factor of evaluation shows significantly lower results of students from vocational school.

Key Words: Art reception, semantic differential, literature, poetry

ID: 1233

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Prévert's poem Breakfast in the reception of young readers

**Jaroslav Vala** - Dr., Palacky University, Faculty of Education, Olomouc, Czech Republic

Problem Statement: The Reception of the poem Breakfast by J. Prévert using semantic differential and focus group method. We seek to improve the teaching of literature.

Research Questions: What category of respondents considers Prévert's text as the most comprehensible, most beautiful and impressive? Are students able to interpret a text without any guidance of a teacher?

Purpose of Study: The goal of the study is to find out how students are able to interpret poetic text without significant help of their teacher. A subject of their interest was a Prévert's poem Breakfast.

Research Methods: We used the semantic differential and focus group method. Through semantic differential the differences at 240 respondents (12–18 years old) were observed in terms of various categories (age, gender, educational focus, reading competence, etc.). The focus group method was used at 12 selected respondents (15–16 years old) to determine the extent of their insight into the poem.

Findings: The Prévert's poem was accepted by young readers favourably. Significant differences in the reception, due to its topic, occurred mainly between men (high score in the factor of evaluation) and women (high score in the factor of comprehensibility). The women are tolerant of a female protagonist in the poem, though the whole situation (and the poem itself) they disapprove.

Conclusions: A record of the discussion in the focus group showed a sufficient reader's receptiveness of this text. Sufficiently motivated students are capable of sufficient interpretative insight without any guidance of a teacher.

Key Words: Poetry reception, Prevert, focus group method

ID: 1234

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Age variable student's personal characteristics and their reader's preferences

**Jaroslav Vala** - Dr., Palacky University, Faculty of Education, Olomouc, Czech Republic

Problem Statement: The research of students' personal characteristics and their reader's preferences in poetry according to their age (12-18 years old).

Research Questions: In which areas do the personal characteristics of monitored students and their attitude to the life values distinguish the most significantly?

Purpose of Study: We focus on the understanding of the students' attitude to life values, educational methods, their personal characteristics etc. Through these findings we want to comprehend their reader's assessment of chosen poems more deeply.

Research Methods: Semantic differential method was modified to meet the purpose of measuring the reception of poetry and three factors were monitored in the students' responses to the poems: the factors of comprehensibility, evaluation and impressiveness. Q-methodology was used to monitor the students' attitudes towards life values, their personal states, personality characteristics and their opinions of literature (especially poetry) teaching methods.

Findings: We bring the survey of the changes in Q-rank-ordering in various age groups (12-18 years old). We focused in detail on the results of a selected classroom and show the relations between personality characteristics and reader preferences in particular respondents due to their age.

Conclusions: The results obtained by Q methodology show significant concordance rate, e.g. in the individual reception of poetry and its considerable potential, or in essential life values. The differences can be seen especially in the area of personal attitudes towards reading, in their notions of the entertaining function of poetry, or in their longing for changes in life.

Key Words: Q-methodology, life values, poetry reception

ID: 1339

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 5

Thematic Section: **Basic Education – basic skills**

EVALUATION OF TECHNOLOGICAL RESOURCES INCLUDING EFFECTS OF USING  
TECHNOLOGICAL RESOURCES IN EDUCATION

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Jiří Kropáč - Dod. PaedDr. CSc., Palacký University, Faculty of Education, Czech  
Republic

Problem Statement: A discussion on evaluation of technical resources from a  
teacher's and a student's perspective. The contribution analyses teachers'  
approaches and possibilities of evaluating of technical resources for education.

Research Questions: What kind of approach teachers have towards evaluation of  
technical resources and how are teachers' approaches towards technical resources  
reflected in their classes at primary schools?

Purpose of Study: The study focuses on approaches towards evaluation of technical  
resources and effects of using technology. The purpose of the study is to find out  
how technical and non-technical perspectives are employed for evaluation of  
appropriateness of a technical solution and what education looks like in this respect.

Research Methods: What was taken into consideration when choosing statistical  
methods presenting the results in this study was mainly the amount of data,  
multidimensionality of studied objects or various approaches to evaluation. With  
respect to these aspects, it was appropriate to choose a combination of qualitative  
and quantitative methods.

Findings: The study brings an insight into an area which is important from the point  
of view of students' future career choice. It is possible to claim that the education  
focusing on evaluation of technical resources and effects of technology use can serve  
as student preparation for the external world and can also serve as student  
cultivation.

Conclusions: Technology is sometimes being considered neutral as such, because  
users decide about its use. However, the authors of the study consider this concept  
to be too simplifying. It is thus advisable to teach about technology and its use. This  
leads to versatile development of technical thinking which is crucial when  
considering technology-based solutions.

Key Words: Evaluation; technology; teacher, education; student

ID: 1187

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Approaches to the teaching of writing skills

**Blanka Frydrychova Klimova** - Dr., University of Hradec Kralove, Czech Republic

Problem Statement: Generally, the second language learners have difficulties when they have to write in a foreign language, particularly when they have to use a formal language.

Research Questions: Shall we use a product approach or a process approach or a combination of both or any other approach in order to make students' writing more efficient?

Purpose of Study: The aim of the study is to describe two common approaches to the teaching of writing, analyze their pros and cons and on the basis of an experiment to determine which approach is more suitable for the teaching of writing and give evidence for it.

Research Methods: The research methods are as follows: educational test; experiment; statistical method of processing the results of the research; and observations.

Findings: The experiment performed among two groups of distant students of the Faculty of Informatics and Management of the University of Hradec Kralove, Czech Republic, shows that there is a minimum difference between both groups using the above mentioned two approaches. Moreover, teacher's observations and the educational test prove that students' writing skills are considerably influenced by their level of English.

Conclusions: Both approaches to the teaching of writing can be equally exploited in the development of writing skills and the teachers might use a combination of both or exploit the third, social-constructivist approach (cf. Dudley-Evans and St John, 1998). In addition, they should focus on the enhancement of students' linguistic competences which play a significant role in the development of writing skills.

Key Words: approaches; writing skills; English; experiment; students



ID: 1105

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Adolescent Growth and Development**

Measuring students' progressions in scientific problem solving: A psychometric approach

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Rüdiger Tiemann - Prof. Dr., Humboldt-Universität zu Berlin, Department of Chemistry, Chemistry Education, Germany

**Problem Statement:** The ability to solve complex problems is one of the key competencies in science. But until now, little research on students' progressions in scientific problem solving has been conducted.

**Research Questions:** Which factors can be distinguished in order to describe the structure of the ability to solve scientific problems and how does this ability develop across grade levels?

**Purpose of Study:** The purpose of this study is to describe students' problem-solving abilities across grade levels in science. We, thus, analyze the structure of the construct by taking into account four cognitive factors. Based on this approach, we compare students' performances in order to establish a learning progression.

**Research Methods:** Within a cross-sectional survey, we used computer-based assessment tools to capture students' problem-solving abilities in grades 8 to 12 (N=1,487). Based on four key dimensions, a vertical scale has been established by using an IRT model. This model was tested for measurement invariance as a prerequisite for comparing different grade levels and was, finally, validated by multilevel regression analyses.

**Findings:** Our results showed that the ability to solve complex scientific problems can be described by four cognitive factors (understanding, representing, and solving the problem, reflecting and communicating the solution). Based on a vertical scale, this structure held across grade levels and revealed significant progressions. Finally, different developmental patterns were found, which were related to reasoning, strategy and domain knowledge.

**Conclusions:** We first conclude that our model of scientific problem solving can be used to capture students' interindividual progressions. Second, there is an asynchronous development within the different cognitive factors across grades. Due to substantial relationships with related constructs, research on fostering problem-solving abilities should also take into account students' reasoning abilities as well as their domain and strategy knowledge.

**Key Words:** Learning progressions; Problem solving; Vertical scaling

ID: 1231

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Education and Technology**

The Risks of Internet Communication 4 (2013)

**Kamil Kopecný** - PhD, Palacký University Olomouc, Czech Republic

Problem Statement: The poster is focusing on a research of risky communication phenomena connected with social networks, chatrooms, IM etc. It aims on cyberbullying, cybergrooming, sexting, sharing of PI.

Research Questions: How many children were victims of cyberbullying, cybergrooming, sexting, cyberstalking, how many shares personal information inside social networks (with users without certified identity), how many children were offenders.

Purpose of Study: The goal of the research Risks of Electronic Communication 4 (2013) was to determine: Respondents' experience with cyberbullying, sexting, cybergrooming, blackmailing, risky sharing of personal information.

Research Methods: Descriptive research with using of online questionnaire system.

Target group: 21 000 children 11-17 years, Czech Republic. The research REC 3 is in its nature mainly descriptive, determined data are mainly quantitative. On-line questionnaire survey was chosen as the basic research method. The questionnaire contained 71 questions of various kinds.

Findings: The most common forms of cyberbullying that children experience include treatment in the form of humiliation, offending and embarrassing. These forms of aggression experienced (as victims) over 1/3 of respondents. 1/4 of respondents logged in an electronic account without the permission of the owner and some of them misused the account to get its owner into trouble. Details: fullpaper.

Conclusions: There have been certain changes in a variety of facts that are apparent in comparison with the survey research REC 1, 2,3 (conducted in 2009 – 2012). E.g. there has been a noticeable rise in the number of bullies, intensity of sexting etc.

Key Words: cyberbullying, sexting, internet attacks, sexual offenders

ID: 1247

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Educational Psychology**

**INFLUENCE OF BELIEFS AND MOTIVATION ON SOCIAL-PSYCHOLOGICAL  
ADAPTATION AMONG UNIVERSITY STUDENTS**

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**Marina Grigoryeva** - Professor, Department of education psychology. Saratov State University, Russia

Anton Grigoryev - Graduate student, Department of education psychology. Saratov State University, Russia

**Problem Statement:** Social-psychological adaptation to educational environment of higher educational institution is the condition of academic success and personal and professional development of a student.

**Research Questions:** If motivation of educational activity, supported with beliefs in the world's loyalty and one's self-value, prevail in the structure motivation, then adaptation to an educational environment will be successful.

**Purpose of Study:** Difficulties of students' social-psychological adaptation may be connected with personality factors. That's why it's necessary to single out the most important adaptation predictors. The major research objective is to study the influence of fundamental beliefs, motivation and attitude to activity on students' social-psychological adaptation (N=172; young men – 42%).

**Research Methods:** Social-psychological adaptation test by C.Rogers and R.Diamond (adapted by T.V.Snegireva), scale of fundamental beliefs by R.Janoff-Bulman (adapted by O. Kravtsova), method of measuring personality's motivational structure by V.Millman were used. For singling out characteristics of students' attitude to their activity the special questionnaire was developed. Student's T-Test, direct step-by-step regression analysis were used.

**Findings:** The absolute weight of positive (attitude to loyalty of the world, one's self-value, development motives, educational activity significance) and negative (readiness to change ones' lifestyle; significance of self-development and entertainment) factors of students' social-psychological adaptation (66% of dispersion). The testees with higher and lower levels of adaptation differ by the values of motivation, beliefs and attitude to social activity.

**Conclusions:** Combination of beliefs in value of one's own life, in experiencing luck in life and activity, motivation of creativity, refusal from entertainment, changing of the lifestyle, absence of self-development significance have great impact on the results of students' social-psychological adaptation. Belief in the fact that the world is full of meaning, general life orientation don't influence students' social-psychological adaptation.

**Key Words:** adaptation, motivation, beliefs, personality, educational environment

ID: 1281

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

A new Bunun aborigines' Educational Aspect of Cultural Identity Design in Taiwan

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**Chi-Yu PAN** - Mr., Doctoral Program, Graduate School of Design, National Yunlin University of Science and Technology, YunTech, Taiwan

Problem Statement: Tongpu community is a Bunun aborigine tribe in Jade Mountain area, due to its economical vulnerability by the impact of national policy, resulted by gaps between rich and poor.

Research Questions: This research investigates the cultural identity of Bunun aborigines; we hope to explore their cultural identity through social educational as well as the cultural processes.

Purpose of Study: By converting the cultural identity issue into the practical design, we would applying the elements collected in that community into - Tongpu Bunun aborigines Culture Creative Design Project, which started since last two years. An attempt in Design to illustrates the local elements with cultural characteristics of the site.

Research Methods: By using the Educational Aspects through Event Design and Service Design as our research methodologies, we are planning the tribal ecotourism and running the tribal bazaar for attracting the local tourism. It is to hope that the local people will be able to establish their own Tongpu tribal identity by the humanity and educational help of external design practitioners.

Findings: This study will extract from Bununs tribal culture identity of tastes, beliefs, and life style to form new cultural identity elements of Bunun tribe. The project includes ecological and industrial features introduced to visitors; we expect that Tongpu will be an ecological ethics location. Through education practice to carry forward the traditional Bunun culture and increase tribal economic benefits.

Conclusions: We anticipate enhancing and supporting the image of Tongpu community. As the design education practitioners, we hope to inspire the creativity products of Tongpu community, and to enhance the visibility of the local culture.

Empowering Tongpu s aboriginal history, and let their voices be heard, in order to creative a creative cultural brand name in the near future.

Key Words: Educational Aspect,Cultural Identity,Cultural Product,Service Design,Bunon Aborigines

ID: 1275

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

From Art Education Perspective of Analyzing Taiwan Siraya Tribe's Transculturation

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**Chi-Yu PAN** - Mr., Doctoral Program, Graduate School of Design, National Yunlin University of Science and Technology - YunTech, Taiwan

Problem Statement: Since 17 century, emigrants inter-flow and living in Taiwan. Under the effect of multiculturalism impact, many Siraya people choose to abandon their own culture because of pressure to survive.

Research Questions: Analyzing Siraya's tribal cultural heritage from the educational perspective, and assisting the Siraya people to deepen their culture identity through design education.

Purpose of Study: This study attempts to establish Siraya tribe's identity by carrying out art educational process to gain their self-identity. We hope that Siraya culture could continues pass through to their next generation and become the mainstream culture. We would discuss possibilities of further development for Siraya culture through art education.

Research Methods: This research applies Postcolonialism to exam Siraya current situation which is the self identity and self culture approval. Through this theoretical point of view, Siraya find to last culture identity and self-identity in hope. More importantly, they should notify that culture does not have relative superiority. Culture should include a group of people, their characteristics, and their living style.

Findings: In recent years, Siraya's traditional culture is oppressed of culture outward, Siraya culture is fading gradually. In addition to rituals and dance, art performances, is the legacy of their most survival skills. As times change, the way of cultural heritage is to be in transition, through art education and art performances to evoke youth the tribal cultural identity.

Conclusions: We hope to create an organization in every tribes in the future, that because in this research finds the participants, who have been involved in arts activities, whose sense of identity of Siraya is stronger. Therefore, how to apply art education in every village will be a continuation of the important issues to last Siraya culture.

Key Words: Siraya Culture, Postcolonialism, Design Education

ID: 1273

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Educational Research and Experience Design of Traditional Pickles' Visualization in Taiwanese

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Problem Statement: We challenged making traditional pickles and safety issue of industrial process. By using Experience Design for Consumers to realize safety process for educational purposes are important for this study.

Research Questions: Farmers worked hard to preserve their vegetables with traditional pickling, the making of traditional pickles are losing we hope to regain this tradition through our educational system.

Purpose of Study: Hand-made pickles are getting declined in our society; it's our duty of revealing the value and educational purposes for our consumers. From the first author's memory to granny's home of using traditional way to make pickles. It's the flavor to holds our taste memories, and a mixture of nostalgia.

Research Methods: By using the In-depth Interviews and participant observation to analyze traditional diet as the bench-mark, we will then investigate the In-depth interviews of the different notions among educational, ethical and other factors.

Furthermore, the Sociology of education theory will be applied in narrative of Marketing Design Story as the foundation of branding design process and of the traditional pickles.

Findings: In this research, we hope to explore our traditional cuisines for the educational reason. Through process of brand building visualization to let people understand the ways of making pickles. It's also to witness the wisdom in the earlier life. Through the visual design education, young people will accept more easily, and experience this Taiwanese ancient culture of the diet.

Conclusions: This study is to hope to help people recognize the old day's popular culture, and the process of making traditional pickles. It is to hope through the educational scheme to build the visual design system for the regeneration of our local culture.

Key Words: Sociology of Education, Experience Design, Visualization

ID: 1115

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Basic Education – basic skills**

A Pre-school Child's Diary from the Lens of a Professional Educator

**Nadia IDRI** - PhD, Abderrahmane Mira University, Béjaia, Algeria

Problem Statement: An evaluation of the primary school reform and compare its recommendations to the school's practices is the core of this research taking Yanis and his school as a case.

Research Questions: What are the benefits and shortcomings of making pre-schooling an obligatory stage in the Algerian educational system and are the curricula, textbooks and teaching methodologies appropriate to the children?

Purpose of Study: Our aim behind conducting this research is to make a pilot study of the reform at the level of primary education and pre-schooling in particular. We shall shed light on the educational practices in one primary school that contains two pre-school classes and compare theory to practice.

Research Methods: A qualitative methodology is used. First, non-participant observation is conducted during the academic year of 2012/2013 of a 5 years-old pre-schooled child and his teacher relying on Yanis' diary and the teacher's feedback. Then, an interview is to be held with the director, joint-director and the two educators teaching the two pre-schooling classes in the school.

Findings: During the observation, primary results show that the primary school seem to give positive instruction, children feel at ease and socialized, the teacher plays the role of the facilitator and the care-taker. However, the research is in progress and we cannot claim its effectiveness since the data collection and analysis go hand in hand with the academic year.

Conclusions: We have observed that the reform at the pre-schooling level seem to be positive but making a final evaluation is not possible at this stage. This piloting phase needs a follow up of the child's primary schooling and its longitudinal nature requires a yearly review of the results for us to build a conclusion on the primary school reform.

Key Words: Pre-school, primary school education, reform, Algeria

ID: 1206

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Education and Technology**

Distinguishing self-directed and self-regulated learning and measuring them in the e-learning context

**Katrin Saks** - MA, First author, Estonia

Äli Leijen - PhD, Second author, Estonia

Problem Statement: Self-directed and self-regulated learning skills are important, increasingly in e-learning, but the terms are not clearly distinguished in literature having led to tangled understandings and complications measuring SDL and SRL

Research Questions: Whether and how are SDL and SRL distinguished? What kind of research methods and instruments are used for studying SDL and SRL in e-learning context

Purpose of Study: Literature review will be conducted to compare empirical studies on SDL and SRL conducted in the context of e-learning to find overlappings and differences between the concepts and research methods.

Research Methods: The literature review comprises 34 studies on SDL and SRL in the context of e-learning selected from the EBSCO databases of Academic Search Complete, ERIC and PsycINFO using the keywords self-directed learning and self-regulated learning. The studies were compared on the basis of the use of terms, approaches (process perspective, personality characteristics), methods, instruments and analysis.

Findings: SDL is a macro-level term concerned with learning process and learners' personality, SRL is a micro-level term being concerned with learners' personality.

Questionnaire has been the most frequently used instrument for SDL and SRL.

Recently, think-aloud protocols are becoming increasingly important to measure SRL.

Conclusions: The preliminary results show that there is no agreement in the use of terms SDL and SRL which can also be concluded to the choice of instrument measuring people's self-directedness or self-regulation. Despite many researchers using the terms SDL and SRL interchangeably, it is still necessary to distinguish them due to their different foci and levels they are understood.

Key Words: self-directed learning, self-regulated learning, e-learning, review



ID: 1235

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Pedagogy of Contemporary Dance – the Challenges of the 21st Century

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Äli Leijen - Mrs, University of Tartu, Estonia

Problem Statement: The literature of dance pedagogy has substantially diversified during the last decade, but lacks a contrastive and analytical single overview of different treatments

Research Questions: What are the general development trends and challenges of contemporary dance pedagogy? What are the essential aims and teaching methods of contemporary dance pedagogy?

Purpose of Study: Obtain an overview of the main development trends and challenges of contemporary dance pedagogy. Bring out and analyse the aims and teaching methods of contemporary dance pedagogy

Research Methods: The literature review comprises of articles published in academic journals in 2002-2012. The search was conducted in EBSCO database by the keyword “dance pedagogy”, selection basis „academic journal“ and „full text“, which resulted in 242 articles. During the first filtering the author worked through 143 articles of which 56 were selected as relevant.

Findings: Important aims include the training of a reflective and active dancer, choreographer, or teacher, and the support of individual’s general development on the background of acquiring dance technical and compositional knowledge and skills. The teaching methods assume a dialogue between teachers and students and openness for the integration of different forms of art.

Conclusions: Preliminary results show that the challenge of the 21st century contemporary dance pedagogy is a more thorough integration of dance art and dance pedagogy – broadening the boundaries of the artist and the teacher; reconsidering pedagogical principles by connecting it with reflection, interpretation of one’s experience, communication, cooperation, and work for the community.

Key Words: Contemporary approaches, dance pedagogy, literature review

ID: 1207

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

A model for supporting students' reflection in tertiary music education

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Äli Leijen - senior researcher, University of Tartu, Estonia

Problem Statement: Contemporary pedagogies of musical instruments stress the importance of active and reflective learning (Brown 2008, Scott 2011). However, a model for supporting students' reflection in this context is missing.

Research Questions: What are the processes of reflection in the context of learning a musical instrument in higher education? How to support the processes of reflection in this context

Purpose of Study: The aim of the study is to develop and validate a model for supporting music students' reflection processes in the context of music instrument studies. The model identifies the processes of reflection and specifies, based on the challenges of each process, how to support reflection in this context.

Research Methods: Based on a literature review of findings about supporting reflection in various educational contexts (e.g. Benammar 2004; Husu 2009; Leijen et al. 2009) a model for supporting students' reflection in instrument studies was developed. Expert validation of the model is currently being carried out through focus group interviews (Clark 2007) with eight instrument teachers in a university in Estonia

Findings: The theoretical model for supporting music students' reflection in instrument studies has been developed. The model specifies four processes of reflection: describing, evaluating, relating and reflecting on the reflection process. Regarding each process, reflection support is specified. In general, the support is composed of video facilitation and guiding questions. Expert validation is currently in progress.

Conclusions: Preliminary findings suggest that the model, developed based on the findings of supporting reflection in various contexts of higher education, is suitable for the context of musical instrument studies.

Key Words: musical instrument studies, guided reflection

ID: 1178

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Sport and Exercise Education**

Karate-do as a means for implementation of humanistic approach in sport education

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Valerijs Dombrovskis - Dr.psych, Daugavpils University, Latvia

Svetlana Guseva - Dr.psych, Daugavpils University, Latvia

Problem Statement: Humanism in sport education is closely related to students' feelings and their emotional well-being during sport activities.

Research Questions: Specially designed and organized traditional karate-do classes - within the humanistic framework - foster the development of emotional sphere and positive personal development of a adolescent.

Purpose of Study: To explore the dynamic of students' emotional sphere in particularly organized sport classes at the beginning, mid – term, and at the end of classes. Specifically organized classes foster students' emotional well-being and helps to develop mood.

Research Methods: Eighty participants ranging from 14 to 15 years old took part in this study. They were divided into two groups: 1) sport karate (controlled) and 2) traditional karate-do (experimental). As part of the study, traditional karate-do classes were specially organized for adolescents from the experimental group. Doskin's test "Feeling. Activity. Mood." was used to capture participants' emotional states.

Findings: In sport karate group classes were organized according to the sports' educational standard - the most significant changes in the emotional sphere were not stated. Specifically organized classes foster the development of the emotional sphere of students and their emotional well-being as well.

Conclusions: In this research it was quantitatively stated, that traditional karate-do classes helped to improve students' emotional well-being. It was stated that in the group of traditional karate-do students there is a significant correlation in the measurements of mood and feeling before and after classes. In total, the emotional changes were positive that indicated to the emotional well-being of adolescents.

Key Words: Feeling, Sport Karate, Traditional Karate-do

ID: 1168

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Teacher Education**

Teacher's Personality and Professional Motivation in The Context of Sustainable Education

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Sergejs Capulis - Dr.paed, Daugavpils University, Latvia

Dzintra Ilisko - PhD, Daugavpils University, Latvia

Problem Statement: One of the major aspects of sustainable education is personality type and the hierarchy of motives in the motivation structure of teacher's professional activity.

Research Questions: If motives related to satisfying basic needs play major role in the hierarchy of motives of teacher's professional development, the personality type remains an unfulfilled potential.

Purpose of Study: Genotypic and phenotypic characteristics determine the potential, particularities, and uniqueness of an individual. Motivation is determined by socio-cultural conditions and teacher's well-being in the society. Therefore, the research explores the correlation between the personality type and the hierarchy of motives in the motivation structure of teachers' professional activity.

Research Methods: The participants of the research were elementary school teachers and sports teachers working in elementary and primary school. Zamfir's Work Motivation Inventory (WMI) has been used to study the hierarchy of motives in the motivation structure of teacher's professional activity; Obozov's inventory "Determining Personality Type" (DPT) has been used to define teacher's personality type.

Findings: Motives related to satisfying basic needs play the major role in teacher's structure of motivation. No statistically significant correlation between personality type and motivation of professional activity has been detected. The need to satisfy meta-needs related to motives of professional growth and self-realisation is being activated only when basic needs are satisfied.

Conclusions: Personality type is a stable formation, formed by genotypic and phenotypic characteristics, and is not a determining factor to form the hierarchy of motives in the motivation structure of teacher's professional activity. Particularity of personality type does not appear and remains an unfulfilled potential, which does not contribute to sustainable development of education.

Key Words: Personality type, Professional motivation, Teacher

ID: 1188

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Second Language Teaching**

Czech ERASMUS students and their EAP needs

**Blanka Frydrychova Klimova** - Dr., University of Hradec Kralove, Czech Republic

Problem Statement: The issue focuses on the difficulties and constraints which the Czech ERASMUS students face when they study at a university abroad.

Research Questions: What language skills do students need to enhance for their studies abroad? How can the detected learning styles help them to improve these skills?

Purpose of Study: The aim of the study is to determine the language skills the Czech ERASMUS students need to improve before they go and study abroad. In addition, to demonstrate how both their learning preferences and teacher's strategies based on the detected learning styles might help them to improve their language skills.

Research Methods: The research methods are as follows: online questionnaires; statistical methods of processing the results of the research; and observations.

Findings: The research shows that the Czech ERASMUS students have the greatest difficulties with writing formal essays, professional terminology and different dialects. Moreover, the most common learning style is the kinaesthetic learning style.

Conclusions: The study lists the most common difficulties students face when they go and study at a university abroad. In addition, on the basis of the findings and students' learning preferences, the study provides a few solutions to how to satisfy students' EAP needs.

Key Words: EAP; difficulties; students; learning preferences

ID: 1363

Conference: ICEEPSY

Submission Type: ORAL

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

The Idea of Design in Froebel Pedagogy

**Hanna-Mari Jaakkola** - University Teacher, University of Helsinki, Finland

Problem Statement: The Problem Statement of my study is to prove that Froebel's development of instructional material and structured play-based curricula is worth re-examine during our times.

Research Questions: Research Question is to find out which kinds of pedagogical and developmental issues can be found in Froebel's "Gifts design"?

Purpose of Study: The purpose of my study is to introduce Froebel Pedagogy and especially his first 10 "gifts for children" and "occupations" as forms of pedagogical design. Froebel's Gifts are specially designed materials for children. The focus of this study is in handicrafts, Froebel's "Occupations" to children.

Research Methods: Research Methods is the content analysis of Froebel's writings and archive materials.

Findings: Froebel's gifts are the first Design Material in early childhood education.

Design of the gifts follows child's developmental stage with certain pedagogical instructions. Froebel's aim is that occupations increase children's concrete activity which can be seen as a creativity and children's own culture.

Conclusions: Conclusions of this study is that the "Occupations" created by Froebel can be seen as a generic cultural activity and a part of the Finnish and European educational theme of design, arts and culture as a means to improve the lives of children.

Key Words: Froebel pedagogy, Early childhood education, Handicrafts

ID: 1533

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Educational Psychology**

Psycholinguistic Aspects of nonverbal communication in the Turkic-speaking cultures.

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ILHAN Yildirim - post-graduate \undergraduate\, Suleyman Demirel University, Kazakhstan

Saule Burbekova - Candidate of Philology, Suleyman Demirel University, Kazakhstan

Problem Statement: Matching psycholinguistic aspects of nonverbal communication norms, principles in the Turkic-speaking cultures are given full attention. The emotional state is determined by the peculiarities of language and culture relationship.

Research Questions: • Cultural differences in emotion strength, displays and perceptions lead to psychological, linguistic, communicative barriers. • Study of emotional state due to language and identity by non-verbal means

Purpose of Study: The study of gestures, facial expressions degree of control over the non-verbal behavior as cultural indicator increases. Emotional state expressed by non-verbal means contributes to disclosure of inner world, values, worldview, and aesthetic appreciation of the personality in the Turkic-speaking cultures.

Universals are important in the interpenetration of cultures.

Research Methods: Analytical, comparative, statistical, empirical, descriptive and linguistic methods were used for classification and systematization of the behavioral characteristics, universal types of emotions and external display of non-verbal communication, due to the similarities and differences of cultural needs. We studied the diversity of mental states, actions, reactions to the disclosure of an individual state in the Turkic culture.

Findings: The variety of mental states, actions, reactions and characteristics contribute to a better understanding of person's mental world in different cultures to give an aesthetic appreciation of his behavior and values. Human ability to identify the basic emotions and nonverbal displays are universal. These data show the importance of non-verbal communication in human life of different cultures.

Conclusions: The study focused on the relationship of language and the emotional state of Turkic culture residents expressed through non-verbal means is important. Related cultures have similarities and differences in non-verbal communication due to ethnic and geographical differences. It complicates cross-cultural communication and serves as a barrier in cultural dialogue even between related cultures.

Key Words: Psycholinguistics, nonverbal communication, ethnic culture

ID: 1780

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Educational Psychology**

Cognitive Aspects of Symbology for School Atlases of the World

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Alena Vondrakova - dr., Palacky University Olomouc, Czech Republic

Problem Statement: To analyse the symbology in school atlases of the world with the focus on the cognitive aspects of cartographic signs by atlas users

Research Questions: How the symbology in school atlases from different countries is perceived by pupils?

Purpose of Study: To find out whether or not the samples presented are accurately interpreted by the respondents, and if they are able to gain required information from the samples.

Research Methods: Eleven atlases were subsequently analysed. The perception itself was tested using an online web questionnaire distributed to various respondents.

The questionnaire focused not only on the main group of atlas users and also on other respondents who have used school atlases before. The results come from 441 responses. The responses received were furthermore assessed using statistical methods.

Findings: The older respondents were more successful in the reading of, and retrieval of information from, the maps. This confirmed the assumption that cartographic literacy increases with age and knowledge gained. The survey also showed that the use of cartographic products during free-time activities is beneficial for deepening the ability to read maps in respondents across age groups.

Conclusions: After comparing the number of methods used in a single atlas, the Swiss atlas appeared to be the richest one, while the Serbian one was the poorest. However, none of the selected atlases was entirely different in its approach in comparison with the remaining ones.

Key Words: school atlas, map, symbology, cartographic semiology



ID: 1779

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Special Education**

Mapping and visualisation of activities in special education

**Vit Vozenilek** - prof. dr., Palacky University Olomouc, Czech Republic

Jan Michalik - dr., Palacky University Olomouc, Czech Republic

Alena Vondrakova - dr., Palacky University Olomouc, Czech Republic

Alzbeta Brychtova - MSc., Palacky University Olomouc, Czech Republic

Problem Statement: To identify territorial distribution of activities within special education in the Czech Republic

Research Questions: What are territorial differences in content and volume of special education at national level. Are there any regional disparities

Purpose of Study: To collect territorial arguments about legislation, infrastructure, activities and visions for governmental and management decisions in policy of special education in the Czech Republic. To record the arguments in the form of relevant document.

Research Methods: Several scientific methods were applied: A standardized form for recording of particular contact the teacher with child in Special Education Centre, database design, spatial analysis, map and atlas compiling.

Findings: The study confirms a significant increase of disability in higher age and dominant role of the family in the care for a person with disability. Thematic maps in the atlas give an overview concerning the distribution of special needs centres. Some regions have no centre that specialise in all disabilities. Maps also show the ratio of specialists in centres.

Conclusions: The study confirmed the dominant role of regions as special needs centres authorities. Based on a unique survey the study quantified special needs centres activity regarding their stance to proposals to dominant means of special pedagogical support – teacher's assistant. Atlas of Special Education Centre has been distributed to assist national and regional policy and managements in special education.

Key Words: special education, atlas, map, disability

ID: 1778

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 4

Thematic Section: **Special Education**

Information and the quality of life of visually impaired individuals

Dita Finkova - Mgr., Ph.D., Palacky University Olomouc, Faculty of Education, Institut of Special Education Studies, Czech Republic

Hana Joklikova - Mgr., Palacky University Olomouc, Faculty of Education, Institut of Special Education Studies, Czech Republic

Libuse Ludikova - prof., PaedDr, CSc., Palacky University Olomouc, Faculty of Education, Institut of Special Education Studies, Czech Republic

**Hana Majerova** - Mgr., Palacky University Olomouc, Faculty of Education, Institut of Special Education Studies, Czech Republic

Problem Statement: The article deals with the general effect of information and the awareness on the quality of life with a focus on a target group of visually impaired individuals.

Research Questions: What is the situation in the area of awareness about the issue of visual impairment in the Czech Republic?

Purpose of Study: The quality of life of a health impaired individual is influenced by a number of factors which also include information available to visually impaired individuals as well as intact persons.

Research Methods: Data collection was performed using questionnaires containing items with closed as well as open-ended answers. The study was carried out in the Czech Republic, the selection of the respondents (seniors with visual impairment, teachers in schools designed for children with visual impairment) was based on institutions that corresponded to the purposes of the study.

Findings: The research revealed interesting findings about the degree of awareness about the issue of visual impairment; this applies to both visually impaired individuals and intact persons. Both groups showed a lower than optimum level of awareness in all key aspects.

Conclusions: The results of the study showed considerable reserves in the area of awareness about visual impairment. Considering the interdependence between the quality of life and the amount of information, the quality of life of impaired individuals can be affected by these reserves. In this area, the study brings new findings for special education theory as well as practice

Key Words: Visual impairment, quality of life

ID: 1635

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

**The anatomy of one video project – Harlem Shake**

**Heikki Ruismäki** - professor, University of Helsinki, Finland

Inkeri Ruokonen - Adj.prof. PhD., University of Helsinki, Finland

Problem Statement: New Media and technology develop new learning culture between the school and surrounding society. Making video and different kinds of video clips make possibilities to change our learning environment.

Research Questions: What kind of factors must be taken in regard in video project named Harlem Shake to music, a picture, image processing and marketing to the attention?

Purpose of Study: The purpose of the study is to introduce video project Harlem Shake and questions which are related to its descriptions, editing, and video making? The presentation is divided into three parts; planning, realization and evaluation.

Research Methods: The method is a case study where the planning, realization and evaluation of a video project are analyzed? Stimulated recall is used as an actual research method. A case study can be chosen as a method when a researcher wants to understand a phenomenon deeply and explore its context

Findings: The results show that video project requires much working; planning, carrying out and evaluation. The editor makes many kinds of personal solutions. There are innumerable possibilities. The finding of the tension and intensity of the video is challenging. Many different statistical descriptions get of the doing of the video.

Conclusions: The doing of the video gives many kinds of opportunities to the sensible working. The videos are a part of culture of the children and adolescents. The interviewee experiences the doing of videos as the factor which includes funny, educational elements and increases the motivation and satisfaction of the teaching. This is especially important in the Finnish school context.

Key Words: Video, Harlem Shake, filming, case study

ID: 1563

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

Design process on the Bridges of Joy

**Inkeri Ruokonen** - Adj.professor, University of Helsinki, Finland

Problem Statement: Which kind of design process is going on when 14 teacher students and 100 children of schools and children's hospital are communicating through their stories and animation films.

Research Questions: Which kind of are the teacher student's experiences about the participative design process and the use of new technological solutions in the artistic communication between schools and hospital?

Purpose of Study: The purpose of the study was to build bridges between the children in preschools and schools and hospitals by using arts, storytelling, animations and new technological programs of iPads.

Research Methods: The qualitative data consists of observations, student's Facebook group writings and group interviews The data was analyzed by using theory based content analyses.

Findings: The results show that principles of Index's design process- model fit very well into the integrative and expressive arts educational studies. Students were able to reflect upon their design process and children could easily use iPads as a tool in their creative artistic animations and stories.

Conclusions: New technology can help in communication and connects children in different learning environments (schools and hospitals). iPads are easy usable tools in children's artistic work.

Key Words: Design process,new technology,arts education

ID: 1480

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Family and interpersonal relationship in early adolescence

**Stanislav Michek** - Mr. , University of Hradec Králové: Faculty of Education -  
Department of Social Pedagogy, Czech Republic

Irena Loudová - Mrs., University of Hradec Králové: Faculty of Education -  
Department of Pedagogy and Psychology, Czech Republic

Problem Statement: The aim of paper is to outline the importance and weight to give offered indicators of quality of life from children in early adolescence indicators of family and interpersonal relationships

Research Questions: What is the significance from perspective of pupils to the indicator – family and indicator – interpersonal relationships?

Purpose of Study: Presentation of the attitudes of the children presented by indicators of the quality of life in early adolescence obtained in the course of research on one elementary school.

Research Methods: In the light of the quantitative data obtained from a questionnaire survey in a particular elementary school will be dealt with in the answers to research question. Questionnaire was based on an appreciation of the importance and ranking of individual indicators of quality of life as assessed on the basis of photographs evocative indicator.

Findings: The findings we present gender differences in attitudes of children (e.g. attitude to “Family” girls:  $1.90 \pm 1.01$ , boys:  $2.30 \pm 1.35$ ,  $t=2.59$ ) and the development of their positions in relation to the age of dial family, partnership, friends and help those affected.

Conclusions: Points of view of girls and boys on indicators of quality of life are different. In girls is more preferred in particular family and are prone to taking care of the other and of ourselves. With increasing age the pupils prefer consumption and entertainment at the expense of social relations and active spending time in which serving performance.

Key Words: indicators, family, interpersonal relationship, early adolescence

ID: 1343

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adolescent Growth and Development**

The connection between personality traits and resistance to stress

**Monika Ulrichová** - Ph.D., University teacher, Czech Republic

Problem Statement: The paper deals with wide-scale problem of stress, and studies the prerequisites for coping with it.

Research Questions: Are there several personality traits that may cause a higher degree of psychological resilience of nursing school students compared to grammar school students?

Purpose of Study: Stress is a complex issue influenced by many multiple factors. The aim of this study is to determine the psychological resilience to stress in two groups of young people - nursing school students and grammar school students, and to characterize their personality traits depending on stress factors.

Research Methods: Questionnaire SPIDO - is a tool which examines subjective assumptions of stress resilience as a dynamic capability of a person. The questionnaire SPIDO consists of 200 items and inquires into 14 dimensions - cognitive variability, emotional variability, control variability, etc.

Findings: The results showed that the hypothesis H1 has been confirmed, hypotheses H2 and H3 have not been confirmed.

Conclusions: The results of a remarkable dimension KO, for both groups, indicating a poor cognitive ability. Overall, grammar students exceeded nursing school students in terms of excitability, dynamism, while nursing school students proved more self-control. During the period of adolescence the personality is gradually transformed.

Key Words: man, stress, resilience, adolescent, coping

ID: 1328

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

The Finnish design of folk high school education

**Pirkko Partanen** - PhD, Senior lecturer, Finland

Inkeri Ruokonen - Adj.prof.PhD, University lecturer, Finland

Heikki Ruismäki - Professor PhD, Professor, Finland

Problem Statement: The aim of the study is to research the role of folk high school education to Finnish culture.

Research Questions: What is the role of Finnish folk high school education to the Finnish culture and arts education?

Purpose of Study: The purpose of the study is to introduce the history of Finnish folk high school education and research and discuss the role of folk high school education in Finnish educational system, especially arts education.

Research Methods: The study is a historical-critical overview of period 1889-2012.

Historical documents and articles are content analyzed to find out the trends influencing the folk high school education to the Finnish culture and the arts in different time periods.

Findings: The results show that Finnish folk high school education has a strong role in Finnish culture, especially country side people's education. Also the influence to the teachers' education was found both in basic level and further education. The role of the arts education, especially music education has been strong after 1970.

Conclusions: The role and influence of Finnish folk high school education has been strong in a Finnish society because it has been able to change and develop over the times. Finnish folk high school education design has had a creative influence to the Finnish culture.

Key Words: Finnish folk high school, arts education

ID: 1545

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

Examination Reform at Arts Universities: Case Sibelius Academy

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Inkeri Ruokonen - Adj.prof.PhD, University of Helsinki, Finland

Heikki Ruismäki - Prof., University of Helsinki, Finland (heikki.ruismäki@helsinki.fi)

Problem Statement: How was the examination reform implemented at Sibelius Academy?

Research Questions: What were the effects on organizational culture and how was the relation between the artistic and economical aspects at Sibelius Academy?

Purpose of Study: The purpose of the study is to research on the effects and experiences on organizational culture at Sibelius Academy during and after the organizational change, i.e. the examination reform.

Research Methods: The data collection of the research consists of totally eleven expert interviews. Nine of them are personal interviews, one is made by telephone and one by email. A method of semi-structured interviews was used. The interviews have been structured and analyzed.

Findings: The effects of the reform on the organizational culture of Sibelius Academy can be seen both in artistic and economical fields. Examination reform brought the Scientific University model and new way of thinking to Sibelius Academy. At the same time the university status became higher but the artistic freedom became more restricted.

Conclusions: The effects of the reform on the organizational culture of Sibelius Academy showed both positive and challenging impacts both in designing contents of the studies, master and doctoral examinations. During the reform the economic conditions have been maintained in acceptable level.

Key Words: Examination Reform, Sibelius Academy, expert interviews



ID: 1784

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Special Education**

Quality of life of caring for patients with incurable diseases

**Jan Michalik** - prof. dr., Palacky University Olomouc, Czech Republic

Problem Statement: Carers of family members with a rare disease are exposed to a whole range of influences that have a significant influence on the quality of their lives.

Research Questions: What are differences in influence of stressful and resilient factors in carers of a family member with a rare disease and carers of a child without a disease (disability).

Purpose of Study: Contribution to the description of decisive factors that influence the quality of life of the target group and create conditions for public integration aiming at reducing the impact of a long-term care on patients with a rare disease that belongs among the most expensive in all countries in EU.

Research Methods: Series of research procedures including quantitative and qualitative research. Questionnaire, focal groups, data analysis, anamneses analysis.

Findings: The study confirms a significant difference in carers from both target groups on influencing (and impacts) of stressful factors in their lives. Statistically significant data in the impacts of these factors on personal and social lives of respondents of groups caring for a family member with a rare disease have been confirmed.

Conclusions: The study confirmed surprisingly different results in the group of carer respondents caring for a family member with a rare disease (usually a child) and respondents caring for a child without a disease or disability.

Key Words: care, quality of life, social relationships

ID: 1783

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Leadership and Collaborative Policy**

Organizational and territorial identification of special educational needs in the Czech Republic

Jan Michalik - prof. dr., Palacky University Olomouc, Czech Republic

**Vit Vozenilek** - prof. dr., Palacky University Olomouc, Czech Republic

Problem Statement: Education of children with disability depends on objective, independent and standardized assessment of the extent of their special education needs , which is also manifested in the territorial model.

Research Questions: What are the system guarantees for objective assessment of the extent of special education needs of the target group of children and pupils in the Czech Republic?

Purpose of Study: By analysing results of extensive measuring, to confirm possible differences in specialized diagnostics of special education needs in children and pupils of following target groups: pupils with mental disability, pupils with sensory disability, pupils with physical disability and pupils with autistic spectrum disorder in the Czech Republic.

Research Methods: Series of research methods and procedures include measuring of more than 73,000 contacts of school counselling facility with a pupil of the target group in the course of the year 2011. The analysis of data and map documents and evaluation of the valid legal norms for the activity of a school counselling facility.

Visual and spatial analysis of contacts.

Findings: The paper brings confirmation of statistically significant differences in the activity of school counselling facilities in the Czech Republic in diagnosing special education needs of children and confirms significant differences in the activity of school counselling facilities specialized in individual health disabilities. It brings an overview of specialized activities of psychologists and special needs teachers.

Conclusions: The study offers a suggestion to system conception of special education needs diagnostics in children and pupils of the target group that would unanimously solve key questions regarding the education of children and pupils with individual types of health disabilities including personnel solution of school counselling facilities.

Key Words: special education, diagnostics, school counseling facilities

ID: 1318

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Educational Psychology**

Effectiveness of family process model of self-concept content Tehran Payam Noor University

**Mohammad Ehsan Taghizade** - PhD assistant professor of psychology , Payame-e-noor university ,Tehran , Iran ., Iran

Najme Yaghooti - MA of psychology, Payame-e-noor university ,Tehran , Iran ., Iran

Problem Statement: This study measures the impact of the family on family process model of self-concept content Tehran Payam Noor University.

Research Questions: the family, the student's of Payame noor university self-concept significantly predicted. The first study to examine of hypothesis

Purpose of Study: This study measures the impact of the family on family process model of self-concept content Tehran Payam Noor University.

Research Methods: To perform the study, 120 students of Tehran University, Payam Noor.

Findings: The set of models that predict self-concept content and process families, The results showed significant differences between the family and the concept, content, family, and self-control process and a positive self-concept, content, healthy family and a positive self-concept, self-concept, negative relationship between the unsafe and unhealthy content significantly.

Conclusions: The set of models that predict self-concept content and process families, The results showed significant differences between the family and the concept, content, family, and self-control process and a positive self-concept, content, healthy family and a positive self-concept, self-concept, negative relationship between the unsafe and unhealthy content significantly.

Key Words: Family process, Self-concept, Students.

ID: 1834

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Adult and Continuing Education**

Lived experience of positive emotional experiences in learning

**Sandris Zeivots** - Mr, University of Technology, Sydney, Latvia / Australia

Problem Statement: Despite knowing that positive emotional experiences tend to be beneficial for learning, our incomplete understanding of the emotional system rarely allows to incorporate emotion adequately in real learning situations.

Research Questions: 1.What is the 'lived experience' of positive emotions? 2.What is the 'process' to reach the end-state of positive emotions?

Purpose of Study: This study is concerned with positive emotional experiences and how to effectively enhance them in the learning environment. Previous research has indicated that fitting positive emotions to general emotion models tends to be complicated. It is suggested to take an extended approach to positive emotions to illuminate existing obscurities.

Research Methods: This study proposes a metaphor of an 'iceberg' to approach positive emotions. The Iceberg model examines not only the end-state of emotion that at times is considered as the whole emotion, but also recognises the events and processes that trigger this state. This suggests that an end-state of emotion is affected by a number of events that mutually interact.

Findings: Understanding the relationships and interaction between triggers that gradually create the end-state of positive emotion may help in perceiving emotion not only as a 'reaction' or end-state, but highlight its interactive and constantly changing structure. 'Lived experiences' of learners who directly experience positive emotions in learning will be presented in clusters of experiences.

Conclusions: Recognising relationships between triggers involved in creating the end-state of emotion can help facilitators, practitioners and scholars obtain a more holistic perspective on the 'invisible' account of emotional experiences in learning. Clusters of experiences that have emerged as a result of studying lived experience of learners have led the researchers to introduce the metaphor of 'Learning as a self-therapy'.

Key Words: Positive emotions, experiential learning, adults

ID: 1312

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

Seminar text of German in blended learning

**Sarka Hubackova** - PhDr., University Hradec Kralove, Czech Republic

Problem Statement: Characteristic of selected coherent text

Research Questions: The paper start with the characteristic of selected coherent text and it introduces some criteria of such a selection.

Purpose of Study: The focus of the article is in the description of methods used in seminar lesson teaching and in listing of topics suitable for the teaching mentioned.

Research Methods: Evaluation

Findings: Attention is given to applying of word formation as a help with increating students' vocabulary of German.

Conclusions: As for reading methods, the author refers to her article on that issue published recently.

Key Words: GERman language, blended learning, texts

# ICEEPSY 2013

ID: 1603

Conference: ICEEPSY

Submission Type: **ORAL**

Comparing body awareness between actors and drama teachers

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The teacher's role in drama is to facilitate the pupils' work. The teacher has to use strengthened ways of vocal and visuospatial interaction in order to obtain the attention of the pupils when needed, to inspire the pupils in their drama work and to encourage the pupils to find their own creative solutions. At the same time, the teacher must keep the process under control. The teacher's presence plays an important role in the drama teaching (see Toivanen, Mikkola & Ruismäki 2012, Toivanen & Pyykkö 2012a, 2012b). Voice, gestures, facial expressions, body posture and use of space may together be understood as constituting a visuospatial modality (Stivers & Sindell, 2005) or as we call it in this article - psychophysical actions (e.g. Stanislavski 2008; Zarilli 2004). The purpose of the study is to introduce theater perceptions of the body awareness from psychophysical point of view. What are the connections between the work of an actor and a drama teacher in field of body awareness?

ICEEPSY 2013

ID: 1602

Conference: ICEEPSY

Submission Type: **ORAL**

Creative pedagogy - Supporting children's creativity through drama

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Drama education is still a rather young field of science. Thus, there is an obvious need to conceptualize the elements and factors related to drama education fostering children's creativity. What kind of learning environment supports children's creativity? Which aspects of drama education nurture children's creativity?

Children's creativity is often referred to as 'little c creativity', LCC, (Craft 2001).

Subjectivity is an intrinsic character when defining children's creativity since it is not determined by society. The article aims to perceive and build a theory of tuition supporting children's creativity in the context of drama education. The objective of this theory-based article is to characterize the terminology of creativity in drama education. Based on prior research, the purpose of the article is to construct a model of tuition fostering children's creativity. This theoretical model is contemplated through drama education. In a creative learning environment of drama the children are provided with rich experiences and their active role in learning is emphasized. Interaction is an essential part of learning process making learning itself a social activity. Creative environment supports children's imagination and inner motivation. In addition, the atmosphere is permissive. These elements also create a potential for group creativity. According to research (Kim 2010), the need to support children's creativity is obvious (see also Craft 2005; Shaheen 2010).

Furthermore, children's creative development should be considered on two levels: the individual creativity of each pupil and the group creativity of the whole class.

Drama education has the potential to nurture pupil's creativity through its experiential, social and children-activating nature.

ID: 1714

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Higher Education**

Importance of Soft Skills and Polytechnic Students' Soft Skills Competency:

Lecturers' Perspectives

**Riam Chau Mai** - Dr, Politeknik Tuanku Syed Sirajuddin, Perlis, Malaysia

Keith Simkin - Dr, La Trobe University, Melbourne, Australia

Problem Statement: Students require more than technical skills to success in today's business environment. Lecturers' understanding and knowledge are crucial in convincing and motivating students of the importance of soft skills.

Research Questions: What is the level of soft skills knowledge amongst lecturers and students' soft skills competency after the Industrial Training Soft Skills(ITSS) module is implemented?

Purpose of Study: To investigate lecturers' knowledge and awareness of soft skills which eventually lead to students' soft skills competency. This is also will assist in clarifying the issue of redundancy in soft skills related courses in polytechnic education given the implementation of Outcome Based Education (OBE).

Research Methods: A quantitative method is applied involving 50 respondents consist of lecturers teaching soft skills in four polytechnic in the northern of Peninsular Malaysia. The data gathered was analyzed using descriptive statistics to measure the degree of importance and level of students' soft skills competencies.

The t-test assists in identifying the significance differences that may exist.

Findings: The results are positive for both the importance of soft skills and students' soft skills competency. Differences in mean scores were discovered in students' time management, indicated students incompetency. Eventually, lecturers are still uncertain on students' preparation to face the uncertainties in the work place.

Conclusions: Soft skills are very subjective and the consequences are hard to identify accurately. It is one of the most difficult areas to be trained and it takes discipline to learn. Soft skills required hard work and longer time to develop.

Consistency and persistency from all are necessitates. Essentially, it should be learn and train all the time.

Key Words: Soft skills, polytechnics, industrial training



ID: 1588

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Teacher Education**

Student's interpretations of the design of science textbook of the 6th grade

Sirje Piht - lecturer, Tallinn University, Estonia

Rea Raus - lecturer, Tallinn University, Estonia

**Airi Kukk** - lecturer, Tallinn University, Estonia

Problem Statement: Textbooks use a lot of visual material to support teaching. To support the educational design of student textbooks illustrations, photos and other visual material that focus on student learning.

Research Questions: Do the illustrations in natural sciences textbooks support the study process.

Purpose of Study: The research interest in school textbooks has been based on the more or less implicit assumption that educational media influence, persuade, or could their readers and therefore it is important to investigate how visual material supports student learning and what recommendations to the designers can be made thereof.

Research Methods: The aim of conducting group interviews was to find out students understanding and perception of the design of the student books, related to achievement of learning goals. The aim of the study was to compare science text books from 6th grades. Interview, consisting of four blocks was chosen, which was created by researchers to analyze the design of textbooks.

Findings: The results showed that students prefer big format titles, big and clear illustrations. They also prefer if the text is referring directly to the illustration, it enables to concentrate and find necessary information in the picture. Tables and schemes help to summarize the text and it also brings out the most important details.

Conclusions: Students would like to have more test, experiments in the books, so that they activate the learning process and offer more excitement and motivation in the lessons.

Key Words: science textbook, visual solutions, different learners

ID: 1295

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Vocational preparation of prospective teachers in the Czech University context

**Katerina Juklova** - Mgr, Ph.D., University of Hradec Králové, Czech Republic

Problem Statement: Real statement of current Czech pregradual vocational teacher preparation reflects both the influence of the European strategic documents and results of conceptual and organizational settlement of each institution.

Research Questions: What are the connections between the study conditions and study results of prospective teachers?

Purpose of Study: Vocational preparation is seen on the background of the Czech educational system and both from the perspective of study requirements and goals and student study results including their study styles.

Research Methods: Data were collected using the questionnaire method. For data analysis methods of quantitative analysis were used.

Findings: The outcomes implicate considerable connections between study conditions and study style of prospective teachers.

Conclusions: Noticing detected connections between some negative prospective teachers' learning trends and learning conditions is a recourse of optimizing of conceptual and administrative changes.

Key Words: prospective teacher, pregradual vocational preparation

ID: 1294

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Guidance and Counselling Psychology**

Pesso Boyden System Psychomotor as a method of work with battered victims

**Gabriela Slaninova** - Mgr., University of Hradec Králové, Czech Republic

Problem Statement: The experiences of assisting professions with the use of Pesso Boyden System Psychomotor while working with the battered victims

Research Questions: What are the experiences of assisting professions with the use of Pesso Boyden System Psychomotor while working with the victims of battering?

Purpose of Study: The aim of research is to identify the experiences of assisting professions using the principles of PBSP in the area of counselling, psychotherapy and crisis intervention and to identify how they work with the concept of basic needs, how they use specific PBSP exercises.

Research Methods: Interview is used as the method of data collecting. The interpretative phenomenological analysis (IPA) is used for data analysis.

Findings: Using interpretative phenomenological analysis nine basic topics were found: need – energy – shape; action – behavior; interaction – connecting and cooperation with others – countershape; satisfaction and meaning; satisfaction basic needs (protection, place, nurturance, support, limits).

Conclusions: Participants have deficits in basic needs (especially protection), memory of trauma. They use possibility sphere, PBSP structure, symbolic persons as a witness figure, a voice figure, an ideal figure, an ideal parents. It brings the possibility of creation alternative memory in the past (Toto by zase mělo být správně dle PBSP terminologie) which help clients cope with battering.

Key Words: battering, Pesso Boyden System Psychomotor, counseling

ID: 1297

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

The reflection of educational advisers' role in current Czech schools

**Katerina Juklova** - Mgr, Ph.D., University of Hradec Králové, Czech Republic

Problem Statement: Vocational preparation of educational advisors should correspond with the needs of current practice. Research survey is the resource for optimization of the vocational preparation conception.

Research Questions: What are the work contents of educational advisors in current Czech school?

Purpose of Study: The study aims at identifying the work contents of educational advisors in current Czech school and identifying their attitudes to the vocational preparation.

Research Methods: Data were collected using the questionnaire method. For data analysis methods of quantitative analysis were used.

Findings: The outcomes implicate several discrepancies between the real work contents and vocational preparation of educational advisors.

Conclusions: The outcomes are the basis for optimizing vocational education of educational advisors.

Key Words: educational advisor, work contents, school, reflection

ID: 1296

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Teacher Education**

Student Teachers' Information Strategies and Strategies of Learning from Text

**Jana Dolezalova** - PhDr., Ph.D., first author, Czech Republic

Problem Statement: Teacher skills both in the field of information and reading strategies influence pupils' competencies. It is necessary to pay attention to these skills and influence them in student teachers.

Research Questions: What information strategies and strategies of learning from text do student teachers use when learning from text?

Purpose of Study: Learning the situation in the given field with the aim to better the student teachers' training.

Research Methods: Questionnaire: Strategies of learning from text and information strategies. Test: Information skills.

Findings: The student teachers' strategies of learning from text are not sufficiently varied and rich. The students mention them in very limited numbers and they do not even use them in all phases of work with text. The students have a good command of a sufficient number of information strategies and show a good level of information skills.

Conclusions: Data has been collected containing facts which are satisfactory neither for the pursuance of future teacher profession, nor in respect to the requirements of society for lifelong education. It will be necessary to formulate a didactics of work with text information and integrate it into future teacher training so that students will be provided with necessary knowledge and skills.

Key Words: learning from text; information skills; strategies

ID: 1404

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Design Learning & Arts Education**

MEMORIZING MULTICULTURAL ART LESSONS

**Marjo Räsänen** - PhD, Adjunct Professor, Finland

Problem Statement: Visuality is a central mode of multimodal representation systems. Teaching visual literacy is not acknowledged in class teacher education. The role of art as cultural education is also neglected.

Research Questions: This study is a part of the research project in class teacher students' views of multicultural art education. What are students' conceptions of multiculturalism and memories from art lessons?

Purpose of Study: A model of visual multiliteracy based on broad view of cultural identity (ethnicity, residence, world-view, abilities, age, gender, language, and social group) is applied in a study executed at the University of Turku. Students' ability to have constructive dialogue between different cultural groups through studying visual cultures is explored.

Research Methods: Data was collected through an open-ended survey and by working in Moodle. Students were asked to define the concept of multiculturalism and to tell about memories from their school years connected to it and art. Then they planned a learning unit which is based on visuals and promotes multiculturalism. Dimensions of cultural identity included in students' answers were analyzed.

Findings: Results show that most of the first year class teacher students have very narrow view on multiculturalism emphasizing ethnic diversities and problems of immigration. They recognize only few connections between their school-time art education and multiculturalism. However, introducing the model of visual multiliteracy helped them to plan learning units based on multiple dimensions of cultural identity and visual culture.

Conclusions: Multiculturalism should become the core of art curriculum and an integral part of teacher education in Finland. Similarly, understanding the role of visual literacy in multimodal learning is vital in class teachers' multidisciplinary profession. Preservice teachers should learn how multicultural understanding can be promoted through studying visual culture.

Key Words: art, identity, multiculturalism, multiliteracy, multimodality

ID: 1505

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Metaphor-Based Design for Learning via ATTA and SCAN Model

**Jiin-Chyuan Mark Lai** - Assistant Professor, TransWorld University, Taiwan

Tsui-lien Shen - Professor, National Formosa University, Taiwan

Problem Statement: For years, teachers of linguistic development have focused on teaching grammatical patterns and the role that creativity through metaphorical elements plays might have been overlooked in the curriculum design.

Research Questions: What are the impact of the ATTA and SCAN Model on the linguistic curriculum and what are the relationships among the ATTA/SCAN Model and learning effectiveness?

Purpose of Study: The purpose of this research is to explore the impact of ATTA and SCAN Model on curriculum design of linguistic development. By means of the performance of creativity in fluency, flexibility, elaboration and originality in learners' works with the six aspects of analogy, the participants' learning outcome is promoted.

Research Methods: This research is a qualitative with a quantitative component, a mixed-method approach. In qualitative aspect, the semi-structured question interview is employed, and the Constant Comparison Method is also applied in analyzing the data. In quantitative aspect, the experimental research integrated with the Abbreviated Torrance Test for Adult (ATTA) and Six Creative Analogical and Assimilated Navigation (SCAN) Model are conducted.

Findings: Based on the Analysis of learners linguistic performances demonstrated through integrated performance of the four creative indexes, fluency, flexibility, elaboration and originality in ATTA, the learning outcome showed more significantly promoted. The SCAN Model, with time, space, body, emotion, visual and social cultural metaphors, received by the learners showed the significant role as accelerating supplementary in curriculum design.

Conclusions: There are significant positive relationships between the learners' linguistic performance and ATTA and SCAN Model demonstrated and received by the learners. The perspectives elaborated by the participants in terms of the impacts of the ATTA and SCAN Model on analogical thinking development in linguistic performance showed these two models can be widely employed in curriculum design for effective learning.

Key Words: metaphor-based design, analogical thinking

ID: 1392

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Exploring the Relationship between Abbreviated Torrance Test for Adult and Creative Works

**Tsui-lien Shen** - Professor, Center for General Education, National Formosa University, Taiwan

Jiin-Chyuan Lai - Assistant Professor, Dept. of Applied Foreign Languages, TransWorld University, Taiwan

Problem Statement: Education highlights the importance of creativity. To comprehend how the students' creativity to be assessed and how the creativities to be applied in works would improve the teaching of creativity.

Research Questions: What are the relationships between Abbreviated Torrance Test for Adult (ATTA) and creative thinking of designed work by university students?

Purpose of Study: The purpose of the study is to analyze the top-ranking university students of Abbreviated Torrance Test for Adult (ATTA) regarding the performance of creativity in fluency, flexibility, elaboration and originality in creative designed works.

Research Methods: 1. Standard assessment of creativity: the ATTA was applied within students from the creativity course. According to statistical analysis, the top-two ranking students were selected as research samples. 2. Work analysis: the performances of creative thinking of the top-two ranking students were analyzed. 3. Comparison of the differences of performance between ATTA and designed work through interview.

Findings: Among the integrated performance of the four creative indexes in ATTA, the performance of elaboration was the most significant. Based on the result of analysis of works, the students having the creativity background created more unusual thoughts in originality and had applied multiple information into the flexibility. The top-ranking students in percentile had higher quality in works.

Conclusions: There is a significant positive relationship between the students' performance of creative works and the grades received in ATTA, particularly in elaboration and originality. Besides, the performance of ATTA and creative works was influenced by creative information, thinking process and the learning of creative techniques. Creative learning with tacit and explicit knowledge would enhance the students' performance in creativity.

Key Words: assessment, creative thinking, teaching for creativity



ID: 1083

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Subjects invite subjects - Education in dialogue between students and teachers.

**Ellinor Silius-Ahonen** - PhD, First Author, Finland

**Maria Gustavson** - PhD student, Second Author, Finland

Problem Statement: The problem is that students in Higher Education often lack experience of being subjects in their while teachers require them both self-regulation and ability to reflect.

Research Questions: How could teachers and students be enabled in strengthening their subjective stance in pedagogical settings?

Purpose of Study: The purpose of our study is to enable students and teachers to build upon their own subjective stance in order to meet the professional competence requirements set by our diverse society and the demands of Higher Professional Education.

Research Methods: Method for collecting data was done by; a)Questioner to 24 students b)Participatory action research c)Focus interview Method for analyzing data was done through an abductive discussion between the theory and the empiric in order to create a narrative, a story.

Findings: Pedagogical tools and routines can sometimes be seen as straitjackets rather than helpful alternatives. We have shown alternative practices and tools that foster both students and teachers in the role of a subject. These are for example; artistic expressions, such as drawing and drama, progressive portfolios framed by a problem based learning setting.

Conclusions: When teachers are inviting student to become subjects in their own learning processes, the vice versa also happens. Subject positions will nourish subject positions and higher education will create "higher" from the perspective of both broader and deeper education.

Key Words: Creativity, subject, higher education, dialogue

ID: 1685

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Special Education**

Inclusive education of pre-school children with special educational needs in kindergartens

**Petra Bendová** - PhDr., Ph.D., University Hradec Králové, Czech Republic

Problem Statement: Investigation of the relationship kindergarten teachers to the inclusion and defining problems of inclusion of children with special needs in the kindergartens in the Czech Republic.

Research Questions: Is there statistically significant association between respondents' experience with the integration of children with special needs and their relationship to the inclusion of these children in kindergarten?

Purpose of Study: The text is mapped kindergarten teacher attitudes towards inclusive education of children with special needs; describes the risks of inclusive education; presents experience kindergarten teachers in relation to the integration of children with special needs in kindergartens in the Czech Republic etc.

Research Methods: The research will be used for quantitative research with elements of qualitative research (mixed research design. From the methodological point of view there will be utilized methods of observation and questionnaire method.

Findings: The research results mapped kindergarten teacher attitudes towards inclusive education of children with SP; describe the risks of inclusive education of preschool children with special educational needs; describes the current status of the usage of methods and forms of work towards inclusive education in kindergartens in the Czech Republic.

Conclusions: Research findings will raise awareness of professionals in the field of inclusive education of pre-school children with special educational needs, outline opportunities for innovation curriculum kindergarten teachers in undergraduate training and continuing education of teachers and become an inspiration for further researches in this area.

Key Words: inclusion, special needs, pre-school children, education

ID : 0004

**ZOULIKHA. TOUTAOUI - MEBDOUA** National Preparatory School for the Study of engineer. Rouiba 16000 Algeria

Supervision of primary school teachers nn analytical field study

Thematic Section: **Teacher training**

Presentation Type: **POSTER**

The continuous training of teachers among the main factors contributing to the success of the educational process, and Training of Trainers in general in Algeria has gone through a variety since independence, and marked every stage special circumstances and needs of special number for training and pattern training. However, the needs of teachers for continuing education remain permanently during the service, including the need for continued supervision and educational assistance.

Based on this idea we study about framing the field for teachers of primary education in order to identify the body supervising the continuous monitoring of the functioning perfect of the educational process and all associated side pedagogical, and how the balance of the number of inspectors (supervisors) with a number of teachers in primary education and the ratio appropriate each inspector so easy for him to perform his best and thus access to the quality of supervision appropriate to achieve the good payoff semester.

The questions of the study were as follows:

1. Does the number of inspectors meet the need to supervise the teachers of primary education at the national level?
2. What's the number of training operations from which the teachers benefitted during service? And what is the opinion of the teachers about them?
3. What are the areas that teachers want to have training in it?

Keywords : Primary education teacher - primary education inspector - in-service training - rate of supervision - educational meetings

This study was conducted at the state level Algeria applying the questionnaire on a sample of primary education teachers.

ID: 0010

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Design Learning & Arts Education**

Drama teacher's body awareness - Whether it can be taught

**Tapio Toivanen** - Doctor of Arts in Theatre and Drama , University of Helsinki, Finland

Miia Kaasinen - Master of Education, University of Helsinki, Finland

Problem Statement: The Purpose of using psychophysical training with actor students is to create a connection between their physical action and inner intentions. Could these training methods be used in teacher education?

Research Questions: What are the benefits of the body consciousness to the drama teacher? Could body awareness be taught to teacher students?

Purpose of Study: The purpose of the study is to introduce theater's conceptions of body awareness from the psychophysical point of view. This article looks for the body consciousness theory for the context of drama teacher education.

Research Methods: This article is based on the theoretical examination of different theories of acting which have been presented in the theatre and drama education reviews.

Findings: Future teachers will need significant strengthening to their interaction skills to cope with the challenges of increasing multiculturalism and socioeconomic differences which are causing segregation in the society and at schools. We need to improve the future drama teacher's pedagogical thinking so that they are more ready to adapt "here and now" approach in drama educational situations.

Conclusions: The aim is to develop the theoretical background to the teacher trainees' body awareness program so that teachers would pay intentionally attention to the interactional part of education. The holistic presence in educational situation is very challenging for teacher, because in addition to interaction skills the teacher needs also skills of quick pedagogical decision making, intuition and spontaneous response.

Key Words: Body awareness, Teacher education, Drama teacher

ID: 1633

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

Ipad and music in new learning environment

**Heikki Ruismäki** - professor, University of Helsinki, Finland

Antti Juvonen - professor, University of Eastern Finland, Finland

Kimmo Lehtonen - professor, University of Turku, Finland (kimleh@utu.fi)

Problem Statement: Our research explores one informant and the way he uses iPad in music education. We consider what kinds of elements motivate him and which programmes encourage him in learning.

Research Questions: How is the informant applying different application of iPad in different situation in music teaching and what applications and why does the informant use them in his teaching?

Purpose of Study: This research is a case study where we describe the using iPad in music education. We aim at gaining an understanding of the phenomenon through this one case without generalizing.

Research Methods: The empirical part of the research is done through observing and interviewing the informant. This is a description of using iPad in music education. A case study can be chosen as a method when a researcher wants to understand a phenomenon deeply and explore its context (see Yin, 1994; Merriam, 1998, 2009; Stake, 1995).

Findings: The informant uses his iPad in many ways. He is a very skillful teacher, who uses different application of iPad. We can say that iPad has given the informant a whole new environment to study and learn music nowadays. The informant can mix traditional music learning for instance in choir singing, playing in the band and creating music.

Conclusions: The informant is interested in different possibilities to use tablet technology in his tuition and take advance new possibilities of tablet technology. May we also ask, to what extent is the media and music technology included in the current curriculum? What are the consequences of network learning for a music enthusiast when he/she is learning music in reality?

Key Words: Ipad, music education, teaching, learning, application

ID: 1629

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

Karaoke–The Chance to Be a Star

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Antti Juvonen - professor, University of Eastern Finland, Finland

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Problem Statement: The word "karaoke" comes from the Japanese language. In karaoke, the performer expresses his/her feelings through singing before a peer group audience or in a public situation.

Research Questions: What does karaoke singing mean in participants life and what positive effects do you find karaoke singing has on you?

Purpose of Study: In this article, we report on research that was carried out using a questionnaire that was given to all participants in the Karaoke World Championship try-out competition round in Finland in the autumn of 2010.

Research Methods: Our research method is qualitative and based on open-ended questions that the respondents (54 singer) wrote in essay responses. In this respect, we may discuss the content analyze research approach. The written stories often digressed in many directions as the respondents became excited as they wrote about their experiences.

Findings: Love of singing and music and getting away from everyday life are important in any discussion about karaoke. Getting away from everyday life becomes possible only by throwing oneself into the excitement of performance. The experience of this excitement comes from the transformation of fear to enjoyment, and that is the factor which lifts the individual to another world.

Conclusions: The typical atmosphere of common encouragement and cheering, positive attitude and freedom from fear of failure makes it possible for anyone to go and begin singing karaoke, not only those who are already known for being good singers (see e.g. Baker, 2012). The essential point in karaoke is in promoting harmony and mutual understanding.

Key Words: Karaoke, singing, karaoke competitions, meaning, significance

ID: 1642

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 5

Thematic Section: **Design Learning & Arts Education**

Sport injuries of elite Finnish junior ice hockey players. Prospective online survey  
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**Heikki Ruismäki** - Professor, University of Helsinki, Finland

Juha Valtonen - University lecturer, University of Helsinki, Finland

Jesse Welling - B.Sc., Rauman Lukko Hockey, Finland (jessewelling@hotmail.com)

Harri Hakkarainen - M.D., M.Sc., Head of Medicine, National Olympic Committee - Finland, Finland (harri.hakkarainen@noc.fi)

Problem Statement: Frequent forceful impacts, high velocities and unpredictable nature of the game make ice hockey an injury prone sport. Injuries are common in ice hockey.

Research Questions: What is the number, type and anatomic location of injuries in junior players over competitive hockey season, and whether players report the injuries to coaching or medical staff?

Purpose of Study: The purpose of the study was to define the number, type, and anatomic location of injuries in elite junior (15–19-year-old) ice hockey players, and whether players report the injuries to coaching and medical staff.

Research Methods: Players self-reported the injury data via online survey. The data was collected prospectively between September 2009 and March 2010.

Findings: Out of 55 subjects, 33 players (62%) were injured. Of all injuries, 70.4 (45 injuries) were acute and 69.6% (19 injuries) were overuse injuries. Players reported 95% of all injuries to coaching staff and 75% of injuries were reported to medical staff. Injuries that were not reported to coaching or medical staff were all minor injuries.

Conclusions: Estimated average probability of player sustaining at least one injury during the season was 62.2% (95% CI: 0.49, 0.75). Lower extremity injuries represented majority of all injuries (50%). Injury prevention focus should be placed on reducing the number of muscle sprains, especially hip/groin injuries. More knowledge is needed about the modifiable risk factors of these injuries.

Key Words: sports injuries, ice hockey, overuse injuries

ID: 1602

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 3

Thematic Section: **Design Learning & Arts Education**

Supporting children's creativity through drama

Tapio Toivanen - Doctor of Arts in Theatre and Drama, University of Helsinki,

Laura Halkilahti - Master of Education, University of Helsinki, Finland

**Heikki Ruismäki** - professor, University of Helsinki, Finland

Problem Statement: Drama education is still a rather young field of science. Thus, there is an obvious need to conceptualize the elements and factors related to drama education fostering children's creativity.

Research Questions: What kind of learning environment supports children's creativity? Which aspects of drama education nurture children's creativity?

Purpose of Study: Children's creativity is often referred to as 'little c creativity', LCC, (Craft 2001). Subjectivity is an intrinsic character when defining children's creativity since it is not determined by society. The article aims to perceive and build a theory of tuition supporting children's creativity in the context of drama education.

Research Methods: The objective of this theory-based article is to characterize the terminology of creativity in drama education. Based on prior research, the purpose of the article is to construct a model of tuition fostering children's creativity. This theoretical model is contemplated through drama education.

Findings: In a creative learning environment enabled by drama, the children are provided with rich experiences. Their active role in learning is also emphasized. Interaction is an essential part of learning process making learning itself a social activity. Creative environment supports children's imagination and inner motivation. In addition, the atmosphere is permissive. These elements also create a potential for group creativity.

Conclusions: According to research (Kim 2010), the need to support children's creativity is obvious (see also Craft 2005; Shaheen 2010). Furthermore, children's creative development should be considered on two levels: the individual creativity of each pupil and the group creativity of the whole class. Drama education has the potential to nurture pupil's creativity through its experiential, social and children-activating nature.

Key Words: Drama education, children's creativity, creative learning



ID: 1353

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Basic Education – basic skills**

Monitoring the use of innovative psycho-didactic processes in reading literacy development

**Radka Wildová** - Associate Professor, Charles University in Prague, Faculty of Education, Czech Republic

Problem Statement: Primary school pupils are not able to deal with the reading tasks which require an active and instant ability to understand the text and critically evaluate the text.

Research Questions: How to monitor the changes in initial reading instruction in terms of innovative psycho-didactic processes?

Purpose of Study: Aim of study is to monitor the changes in initial reading instruction in terms of innovative psycho-didactic processes. The research is still ongoing this year and its final part will analyze the findings and provide recommendations for school practice, teacher training faculties and decision-making bodies.

Research Methods: One of the reasons is the fact that pupils only rarely come across reading exercises that require reading comprehension. Another reason lies in initial reading development, in which mainly technical skills are preferred to understanding the text, reading experience, motivation for reading and last but not least the ability to find specific information in the text and use it.

Findings: The research is still ongoing this year and its final part will analyze the findings and provide recommendations for school practice, teacher training faculties and decision-making bodies. The paper presents the first part of the findings including professional discussion of them.

Conclusions: As a response to the findings, a wide range of teacher training courses were developed, the aim of which was to train teachers to teach reading in an innovative way, i.e. not to only practice reading as such but also to „use“ reading in terms of its literacy potential.

Key Words: Reading literacy, primary school, psycho-didactic processes

ID: 0014

Conference: ICEEPSY

Submission Type: **Oral**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **ICT**

Designing Creative Pedagogies Through the Use of ICT in Secondary Education

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Aalborg University, Department of Learning and Philosophy, Denmark

Information and communication technology and creativity are important aspects of learning, yet they are not used to their fullest potential in educational practices. This study aims to describe possible guidelines targeting the design of creative learning environments that influence well-considered use of technology. Results from focus group interviews and future workshop inspired activities with more than 100 students from a secondary school were analysed and developed into concept sketches. The outcomes of the focus group interviews and future workshop activities have been synthesised into seven design guidelines providing orientation for the design of an ICT-based creative learning environment.

Keywords: Information and Communication Technologies, Secondary school,  
Creative pedagogies, Learning

ICEEPSY 2013

ID: 1759

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Assessment and Evaluation**

**SIMPLIFIED RELIABLE PROCEDURE FOR PRODUCING ACCURATE STUDENT'S GRADE USING RASCH MODEL**

**MOHD NOR MAMAT** - DR, Universiti Teknologi Mara Malaysia, Malaysia

Problem Statement: Normal practice in formal examination does not assess accurate measure of student's ability, as it merely counts the score of every question to be considered for student's grade.

Research Questions: How to assess accurate student's ability performance, reliably and simply for all educators practice?

Purpose of Study: Measurement of student's performance must be assessed for right and desired learning outcomes, using right and reliable instrument, with right and accurate measure scale for student's ability.

Research Methods: Using Rasch model, exam paper will be distributed and student's answer will be analyzed via 6 simplified steps with preset templates to produce accurate student's ability score within psychometric scale and percentile marks, with scientific reliability level for each student's responses.

Findings: This proposes simple procedure uses Rasch model to measure student's ability using psychometric scale, which manipulates student's answer into ratio-based log odd unit.

Conclusions: This paper proposes a simplified procedure which is fit to be applied by all teachers or lecturers, using Rasch model which offers reliable solution in producing accurate ability marks for students, together with scientific reliability score for student's answer.

Key Words: reliable procedure, accurate measure, rasch model

ID: 1598

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

**Thematic Section: Educational Psychology**

Analysis of Cognition Integration in IQ, EQ and SQ.

**Suppiah Nachiappan** - Dr., Sultan Idris Education University, Malaysia

Problem Statement: The society of Cameron Highlands is an unique community because of its physical condition and geographical area that is isolated from other youths of the Malaysian community.

Research Questions: (i) What are the ingredients of the IQ, EQ and SQ needed for youth transformation? (ii) How the SHV Intelligences Model can contribute towards the youth transformations?

Purpose of Study: This study is aimed to analyse the level of IQ, EQ and SQ among youths in Cameron Highlands in order to develop themselves and the country

Research Methods: Hermeneutics Pedagogy Method, i.e. (Hermeneutic focused on text as data resource, that is, examples of data comprising interview transcripts, diaries, essays, and letters)

Findings: Results indicates that the level of soft skills development among Indians was higher than the Malays, Aborigines and Chinese.

Conclusions: This study succeeds to explore the awareness and needs in term of attitudes and self quality that are essential for youths. This study can be considered as a guideline to the related parties in organizing the enactment in more comprehensive and practical way to transform Malaysian youths.

Key Words: IQ, EQ, SQ, Youths, Trasformation

ID: 1687

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 2

Thematic Section: **Teacher Education**

Beginning Teachers' Self-Efficacy Beliefs

**Eva Jarosova** - Dr, University of Economics, Prague, Czech Republic

Hana Lorencova - Dr, University of Economics, Prague, Czech Republic

Problem Statement: Identify the competencies that beginning university teachers (at the University of Economics in Prague) are most insecure about and what they feel most sure about.

Research Questions: Which pedagogical skills do the beginning teachers at the University of Economics, Prague feel least confident in (lowest level of self-efficacy beliefs)?

Purpose of Study: Young university teachers often aren't educated in pedagogy and need targeted support and training when they begin teaching. The objective of the research survey was to gain ideas for the innovation of teaching skills courses for beginning teachers at the University of Economics, Prague.

Research Methods: For the research survey, a self-efficacy scale in pedagogical competencies, with three parts on the pedagogical competencies (parts 1-3) and one on the overall pedagogical self-efficacy (this part contains entries by Postareff, L., Lindblom-Ylänne, S. & Nevgi, A., 2008), was created.

Findings: The survey results for several groups of beginning teachers (N=55) revealed that readiness to use interactive and group methods with students, flexibly react to classroom developments and directly motivate students to complete various assignments was rated as insufficient. The respondents were most confident in their academic knowledge as the basis for quality instruction in specific subjects.

Conclusions: The results revealed that beginning teachers need to strengthen their self-efficacy beliefs primarily in the activating methods of instruction, handling group dynamics, encouraging exchanges of opinion and motivating students to study. Courses for beginning teachers would be an opportunity to gain experience in applying various teaching methods and get supportive critical feedback of their work with students.

Key Words: University teachers, self-efficacy, teaching skills

ID: 1800

Conference: ICEEPSY

Submission Type: POSTER

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: Guidance and Counselling Psychology

Time Allocation Patterns and Coping Strategies of Graduate Students

Daniela Pauknerova - doc. PhDr. Ph.D., University of Economics, Czech Republic

Problem Statement: This study analyzes the time allocation patterns and coping strategies of graduate students from Czech Republic.

Research Questions: This paper investigated the interrelationship among stress, coping strategies and time management among 119 graduate students by age and gender.

Purpose of Study: It is unclear what kind of coping strategies are most widely used and if time allocation patterns, the perceived level of stress and coping strategies are related.

Research Methods: The sample consisted of 119 students which recorded all of their activities during two weeks. Semi-structured interviews and questionnaires were used to analyze coping strategies and the level of perceived stress.

Findings: The present results indicated gender differences in the time allocation patterns, the level of perceived stress and coping strategies.

Conclusions: Female students had more effective time management behaviors than male students and experienced higher level of stress. Strategies for promoting more effective coping in graduate students are discussed.

Key Words: time management, stress, coping strategies

ID: 1243

Conference: ICEEPSY

Submission Type: **POSTER**

Text Publish Type: Publication of the paper in Procedia-Social and Behavioral

Authors Count: 1

Thematic Section: **Higher Education**

Motivation in eLearning in University study

**Sarka Hubackova** - PhDr, University Hradec Kralove , CZ

Problem Statement: The author evaluates her experience with students' motivation in her seminar groups.

Research Questions: Motivation in elearning

Purpose of Study: Higher eucation

Research Methods: The author evaluates her experience with students' motivation in her seminar groups. She distinguishes four sources of motivation but she is tackling only the ones which can be influenced by a teacher or his students. She is drawing her attention to student's interest, to evaluating his or her success or failure in connection with subsequent motivatio

Findings: evaluation of new education methods

Conclusions: The student likes accepting this help and he does not realize that such an action is a component of teacher's professional honor.

Key Words: elearning, foreign language

# ICEEPSY 2013

ID: 1595

Conference: ICEEPSY

Submission Type: **ORAL**

Text Publish Type: Publication of the paper as a book chapter in a peer-reviewed C-crcs volume

Authors Count: 2

Thematic Section: **Educational Psychology**

Promoting positive education, resilience and student wellbeing through values education

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**Problem Statement:** The relationship between explicit teaching of values education in schools and student wellbeing may not be well understood. More research is required to ascertain its value in promoting positive education.

**Research Questions:** What evidence can schools provide to demonstrate the effectiveness of a whole school approach to values education, student wellbeing, resilience and positive education? What benefits result from the approach?

**Purpose of Study:** To investigate the nature and impact of a whole school approach to values education and student wellbeing through a focus on curriculum implementation, staff development and improved pedagogy. To ascertain the benefits and challenges related to the implementation of specific projects in schools.

**Research Methods:** The research uses qualitative and quantitative methodologies to capture the richness and diversity of the projects being undertaken in schools. The paper reports on the collaborative processes, research design and collection of data for analysis. Semi-structured interviews were conducted with teachers and students at eight schools in Canberra, Australia as well as with members of the community.

**Findings:** Evidence is provided of the positive impact of a whole-school approach to values education and student wellbeing on the school culture, staff and students and their behavior. Positive changes to pedagogy in classrooms had occurred where values had become an integral component of the core curriculum. A diverse range of age appropriate projects within community specific contexts were evident.

**Conclusions:** The positive outcomes of this small study highlight the important role that a whole school approach to values education can play in bringing about positive cultural change within schools for students, teachers and members of the wider community. The benefits of a whole school approach are evidenced in the development of quality pedagogy and curriculum within positive learning environments.

**Key Words:** Positive education, values education, student wellbeing